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ABSTRACT

The project investigated differences in perceptions and attributions for successful and unsuccessful IEP (individualized education program) conferences between 85 mothers of mentally retarded and emotionally or behaviorally disabled children (5-15 years old) and 81 special education teachers. Trained parents (those who received information about P.L. 94-142, the Education for All Handicapped Children Act), untrained parents (without prior information about P.L. 94-142) and special education teachers were presented with two stories on an IEP conference to elicit responses about attribution and perception. The stories included the same content, people, and problems but the interactions and endings were varied in order to make one story appear to have a successful outcome and the other an unsuccessful outcome. Significant differences were found on several subscales between the three groups by level of story outcome. Untrained parents rated both the story outcomes significantly less successful than did trained parents or teachers. Generally parents had higher expectations for their own behavior than did teachers, and attributed more responsibility to the parent for story outcome than did the teacher. Trained parents agreed significantly more than untrained parents that it was important to attend IEP conferences regularly. Results suggested that providing parents with information about their rights is conducive to fostering more positive attitudes and cooperative behavior. The stories and the survey instruments are appended. (Author/CL)

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A Report of Research Project:

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Parents' vs. Special Educators' Perceptions of IEP Conference Outcomes

Principal Investigator: Nancy D. Opie, D.N.S., R.N.
Associate Professor
College of Nursing and Health
University of Cincinnati

Research Assistant: Alice M. Tse, B.S.N., R.N.
Graduate Student
College of Nursing and Health
University of Cincinnati

Consultants: Norman E. Bissell, Ed.D.
Associate Professor Special Education
Director, Center for Parent Professional Teamwork
College of Education
University of Cincinnati

Angela B. Mc Bride, Ph. D., R.N.
Professor, and Chair, Dept of Psychiatric/Mental health Nursing
School of Nursing
Indiana University

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Abstract

"A Comparison of the Perceptions of Parents of Handicapped Children and Those of Special Educators Regarding IEP* Outcomes"

Nancy D. Opie, R.N., D.N.S.

The purpose of this research was to investigate differences in perceptions and attributions for successful and unsuccessful IEP conference outcomes between parents (mothers) of mentally retarded, and emotionally or behaviorally disabled children (5-15 years) and special education teachers. Attributions (inferences of causes for event outcomes, behavior of self and others) and perceptions (meaning of situations and behavior) influence feelings, behavior, and expectations for others' behavior. Differences in perceptions and attributions often lead to communication problems, disagreements, and non-cooperative behaviors. The study design was a 3 x 2 factorial between subjects design, which was shaped by attribution theory and research. Trained parents (had received information about P.L. 94-142), untrained parents (no prior information about P.L. 94-142), and special education teachers comprised the 3 levels of the first independent variable. Outcome of the stimulus story (successful/unsuccessful) comprised the two levels of the second independent variable. Dependent variables were: 1) attributions for cause of child problem and conference outcome, 2) perceptions of parent's mental status, 3)perception of story professional's behavior, 4) perceptions of responsibility for resolving disagreement/conflict in unsuccessful IEP conference outcome, 5) expectations for future behavior. A story of an IEP conference was used as the stimulus to elicit responses on the dependent variables (attribution and perception scales). The outcome of the story was varied and randomly distributed to subjects. Analyses of data was done, utilizing 2-way ANOVA's as the primary method of analysis. Demographic data were reported using measures of central tendency. This study was conducted in four stages: I) open-ended interviews to gather data to facilitate instrument development, II) instrument revision and pilot testing, III) final data collection period, IV) data analysis, compiling and reporting results. Significant differences were found on several subscales between the three groups, by level of story outcome. Untrained parents rated both the story outcomes significantly less successful than did trained parents, or teachers. Generally parents were found to have higher expectations for their own behavior than did teachers, and attributed more responsibility to the parent for story outcome, than did teacher subjects. Subjects were drawn from three large school systems, encompassing 22 school districts in a large south western Ohio county which has rural, suburban, and urban areas, a significant black population, as well as a white population of various socioeconomic levels. A total of 166 subjects (parent n=85, teacher n=81) participated in the study. The information gained from this study may be useful in planning inservice programs for teachers, educational programs for special education students, parents of handicapped children, and health care professionals who counsel parents or act as their advocates.

* Individual Educational Plan

Introduction

The Education for all Handicapped Children Act (P.L. 94-142) of 1975 mandates that educational facilities provide for a parent role in developing and evaluating individualized educational plans (IEP) for handicapped children. Little systematic information is known about how parents or special educators perceive this parental role, or what factors enhance or facilitate parents' and teachers' effectiveness in bringing about successful IEP conference outcomes.

Bissell[1] states that parents of handicapped children are often perceived by special educators and other professionals from a pathological perspective. The concerns expressed by parents, their requests for information, and their suggestions for treatment or learning needs of their child are often interpreted as maladaptive behavior and as lack of acceptance of the child's problems. Parents are often blamed by professionals when educational or treatment goals are not accomplished[2, 3].

Parents want to participate in decision-making regarding their child but often feel inhibited, inferior, unwanted and devalued by professionals[4]. Parents state that they are often treated as though they are ignorant and dependent on professionals for solutions to their child's problems[2, 3, 4].

Many parents (and teachers) find IEP conferences to be frustrating situations. Many times IEP's are constructed prior to the meeting and are presented to parents only for their approval and signature. Parents who disagree with goals and planning established by school officials often find themselves having to resort to lengthy discussions with the

school system in order to have their desired goals for their child met[5].

Parents often are discouraged by unsuccessful attempts to participate in the IEP meeting. Guilt, a sense of failure, undue tension, and withdrawal from the situation may result for the parent, the child, and school personnel. Failure to be recognized, listened to, and respected often leads to questioning of self, a decreased sense of coherence, and disorganized behavior[6, 7].

Review of the Literature

Parents' perceptions of IEP's were investigared in six reported studies[8, 9, 10, 11, 12, 13]. Hoff[8] and Carpenter and Robson[9] reported that most parents who were surveyed did not feel as though they understood their rights and responsibilities as outlined by P.L. 94-142. Over 50% of Hoff's sample reported that IEP decisions were unclear to the. Orenstein[10], Nadler[11], and Scanlon[12] reported problems parents experience when participating in IEP conferences and reasons why parents did not attend IEP meetings. Reasons given by parents for nonattendance were 1) poor coordination and communication, 2) professional attitudes, 3) professional unavailability, 4) parents' lack of knowledge. Reasons parents gave for challenging IEP decisions were 1) school dishonesty, 2) poor organization, 3) long waits for evaluation, and 4) pressure to sign inappropriate IEP's. Parents also reported that educators used excessive jargon, and frequently blamed parents for the children's problems. One study[13] reported a high rate of parental attendance and satisfaction with IEP meetings. Eighty-three percent of the parent sample reported attending IEP meetings, and 70% reported that the IEP contained valuable information. Ninety-five percent of the sample

believed they had been allowed to provide important information. Say[14] conducted a study to investigate both parental and school perspectives. The parents' perspective was investigated via interviews with 236 parents. The school perspective was provided by reviewing actual IEP's. The review of IEP's revealed that most were incomplete and infrequently updated. Parent involvement was found to be moderate and to be related to the accuracy of the IEP.

Lengthy battles are noted to occur between schools and parents of handicapped children[6, 15], but surprisingly few studies or reports were found on these topics. Chiba[14] and Kean[17] reviewed relevant litigation cases in light of the mandates of P.L. 94-142 for parental involvement in IEP and placement decisions. Chiba notes that schools often evade the spirit of the law, if not the letter of the law, leading to parental frustration and anger. Kean[17] recommended that more research is needed to determine factors which may prevent parent-school disputes from evolving into legal battles. Williams[18] discussed the need for trained advocates and hearings' officers. He stated that parent-school disputes are complex and not easily solved.

The Problem

Although parent-educator communications related to the development and evaluation of individualized educational plans for handicapped children are often noted to be problematic[1, 2, 3, 5], little systematic research has been conducted to identify influencing variables. Research which has been conducted has primarily used a survey approach and has primarily been designed to determine how the IEP was being implemented. No systematic or theoretically designed approach has been used to

determine variables which influence IEP conference outcomes. No research attempt was found which was designed to measure differences between trained parents (parents who have received information about P.L. 94-142 and their rights from a Parent Information Center) and untrained parents (parents who have not received information about P.L. 94-142, and their legal rights from a Parent Information Center).

Purpose of the Study

The intent of this study was to identify factors which parents and special educators believe lead to successful and unsuccessful IEP meeting outcomes. Beliefs of parents and special educators about causes of parent-school conflicts in IEP meetings were identified. Parents' and teachers' perceptions of responsibility for resolving disagreements and conflicts were also identified. Differences in perceptions of parents who have been trained regarding P.L. 94-142 and those who have not been trained were measured to determine if differences exist and to determine the direction of differences. Identificaiton of perceived factors which lead to successful and unsuccessful IEP conference outcomes is essential in planning and implementing strategies to improve communication between school personnel and parents of handicapped children.

The Theoretical Framework

Phenomenologists and social-psychologists tell us that human behavior is determined by perceptions of situations. Perceptions are complex, multifaceted and individual. Perceptions include identifying and labeling situations. Individuals in situations are assigned labels, as well. Labels are symbols which convey meaning, values, and attitudes, and are the means by which individuals communicate with their environment.

There is a pervasive tendency for actors to attribute their behavior to situational factors. Whereas, observers tend to attribute the same behavior to stable personality factors in the actor.

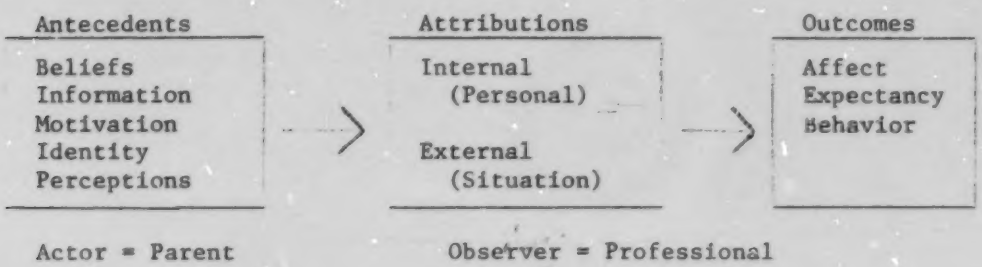

Figure 1. A-O Attribution Theory Diagram

Source: Kelly and Michela, 1980, p.459.

Labels are therefore learned in the on-going process of socialization and are subject to change by negotiation[7]. Labels for situations, evoke identity labels for individuals involved in situations. Identity labels (parent, teacher) in turn evoke behavioral expectations. When interactions or behavior occurs, causes (attritubions) for the behavior of self and others are identified and assigned. The assigned causes act as cues for one's own behavior, and lead to expectations for the other's behavior. The assignment of causes to the outcome of situations, and to behavior of self and others is an important part of the perceptual process as it helps individuals to make sense of their world and thus provides a sense of coherence. Figure 1 demonstrates the basic conceptual framework of the theory.

The authors of A-O attribution theory[8] assert that attributions have important consequences for behavioral outcomes, and that there is a strong tendency for human beings to emphasize different causal attributions depending on one's position in a given situation. Actors (behaving individuals) have a tendency to attribute their behavior to situational requirements (external attributions), whereas observers of the actor tend to attribute the actor's behavior to dispositional factors (internal attributions) of the actor. Observers tend to overlook situational factors and actors have a tendency to overlook personality/dispositional factors when explaining behavior. In helping situations (therapist-mental health client) dispositional (internal) attributions were found to be significantly correlated with restrictive punitive treatment referrals[20, 21, 22]. An investigation[23] to examine differences in attributions and perceptions between parents of handicapped children and professional health care

providers of parents' behavior revealed that professionals were significantly more likely to attribute internal/dispositional causes to parents' behavior. Internal attributions were significantly correlated with a poor perception of the parents' mental status and with negative expectation for parents' future behavior. Attributions have been found to be responsive to manipulation[24, 25]. By providing observers with a different viewpoint, or new information, more external attributions were produced, and significantly more willingness to help the actor was found.

Actor-observer attribution theory's focus on the individual's perception and meaning of situations and behavior makes it a useful theoretical model for exploring human interactional problems. Research supports the belief that attributions are important factors in the development of behavior, affect, and expectations, and thus outcomes of human interaction. Research also provides supportive evidence that attributions can be manipulated by use of information and intervention strategies, thereby effecting the outcomes of situations. Results of previous A-O research suggest that research shaped by A-O theory has excellent potential for providing much needed and essential information which would be useful to special educators, educators of teachers, parents, school administrators, parent counselors and advocates. The information also has implications for school related policy-making and funding.

Significance of the Study in Relation to Human Health

It was believed that this study had the potential for producing information that could be useful to parents, educators, and to health care professionals who act as advocates for parents and as consultants to school systems. The information gained in this study may be helpful

in decreasing one of the many stressors encountered by parents of handicapped children. The knowledge about factors which influence parent-teacher interactions could be utilized to improve relationships between parents and educators. The health care needs of the families of handicapped children have been identified as a major health problem by the President's Commission on Mental Health (1978).

Study Objectives

1. Describe differences in parents' and professionals' causal attributions for successful and unsuccessful IEP meetings, and for cause of child's school problem.
2. Describe differences in parents' and professionals' perceptions of
    a) parent developmental status
    b) professional's behavior
    c) parent's and professional's behavior on three dimensions of meaning in successful and unsuccessful IEP meetings.
3. Describe differences in parent and professional subjects' expectations for story characters' future behavior in successful and unsuccessful IEP meetings.
4. Describe differences between parent and professional subjects' perceptions of responsibility for resolving disagreements/conflicts in unsuccessful IEP meetings.
5. Describe differences in attributions, perceptions, expectations for future behavior, and perception of responsibility for conflict resolution, between parents who have received

training regarding P.L. 94-142 and those parents who have not had training.

6. Describe the relationship between causal attributions, perceptions of behavior and parents' development, and expectations for future behavior, and perceptions for resolving conflict in unsuccessful IEP meetings.

Hypotheses

H_1: There will be no significant differences by respondent group, or level of IEP success in the number of internal/dispositional or external/situational attributions for:

a) cause of story child's problem

b) IEP outcomes

H_2: There will be no significant differences by respondent group or level of IEP success in the degree of agreement/disagreement with internal or external attributions for:

a) story parent's responsibility for cause of child problem

b) IEP outcomes

H_3: There will be no significant differences by respondent group or level of success in the degree of agreement/disagreement with statements about:

a) story parent's mental status

b) expectations for story parent's and professional's future behavior

c) story professional's behavior in the story

H_4: There will be no significant differences by respondent group in the kinds or numbers of responsibility statements made for

resolving conflict in the unsuccessful story situation.

H_5: There will be no significant differences by respondent group in the degree of agreement/disagreement with responsibility statements for resolving conflict in the unsuccessful story situation.

H_6: There will be no significant differences by respondent group or level of success in perceptions of:

a) story parent's behavior on three dimensions (Part II, Section A)

b) story professional's behavior on three dimensions (Part II, Section A)

H_7: There will be no significant relationship between

a) attributions for child's problem and attributions for IEP outcome, expectations for parent's future behavior, parent's mental status, and perceptions of parent on three dimensions.

b) attributions for IEP outcome and perceptions of responsibility for resolving unsuccessful outcome

c) attributions for IEP outcomes and perceptions of story parent's behavior and story professional's behavior on three dimensions (Part I, Section B, Part II, A & B)

Definition of Terms

1. Trained parent: Parent of child, ages 5-15 years of age with mental retardation, behaviorally or emotionally disabled, who has received information regarding parent/child educational rights (P.L. 94-142).

2. Untrained parent: Same as above, but has not received

any information about parent/child educational rights (P.L. 94-142).

3. Special educator: Special education teacher with responsibility for teaching children ages 5-15 who are mentally retarded, or behaviorally or emotionally disabled.

Rationale: Children who are mentally retarded, and/or emotionally and behaviorally disabled comprise the largest group of disabled children, and have been identified as priority groups in need of special educational and mental health services (Report of President's Commission of Mental Health 1978). Special education teachers, and mothers of handicapped children have been identified by previous research as the most frequent participants in IEP meetings.

4. Attribution: Conceptual - An inference that an observer makes about the causes of events or behavior, either his/her own or that of another person.

Operational - a) All statements which indicate or state the believed cause of an actor's (story parent, behavior) behavior, or cause of an event (child's developmental problem); b) the attribution score of each subject, e.g., total number of attributions divided by total number of thoughts (Harvey, et al. 1980).

5. Internal attributions: Conceptual - A statement which relates the cause of a person's behavior or event to the disposition or personality of the acting individual (Harvey, et al. 1980).
Operational - a) Total number of dispositional attributions divided by total number of attributions (Harvey, et al. 1980); b) Sum of degree of agreement/disagreement with dispositional attribution statements.

6. External attributions: Conceptual - A statement which relates the cause of a person's behavior or an event to situational or environmental variables (Harvey, et al. 1980).
Operational - a) Total number of situational attributions divided by total number of attributions (Harvey, et al. 1980); b) Sum of degree of agreement/disagreement with situational attribution statements.

7. Expectations: Conceptual - A predictive statement about the outcome of behavior, that is, how the actor is likely to behave in the future (Ross, 1977).
Operational - Sum of degree of

agreement/disagreement with positive/ negative outcome statements.

8. Perceptions:

Conceptual - The meaning which is attached to a particular object or concept, and is demonstrated by assignment of symbols (signs), a mental construction of an object (Osgood, et al. 1957; Heise, 1979).

Operational - a) "Successive allocation of a concept to a point in the multidimensional semantic space by selection from among a set of given scaled semantic alternatives" (Osgood, et al. 1957, p. 26);

b) $$\frac{\sum ie}{N_{\Sigma}} = P.S._e$$

$$\frac{\sum ip}{N_p} = P.S._p$$

$$\frac{\sum ia}{Na} = P.S._a$$

E = Evaluation scales

P = Potency scales

A = Activity scales

N = Number of items in each dimension

Methodology

The design for this study was a 3 x 2 factorial between subjects design. Comparisons were made between three groups (parents with information about P.L. 94-142, parents without information about P.L. 94-142, and special education teachers). There are two levels of the second independent variable, successful vs. unsuccessful outcome in IEP conferences. Actor-observer attribution theory was used to design the study and formulate reserach questions. Comparisons were made on the following dependent variables, 1) attributions for cause of successful and unsuccessful IEP conference outcomes, 2) perceptions of story parent's development, 3) attributions for cause of story child's school related problems, 4) perceptions of story parent's and professional's behavior in successful and unsuccessful IEP meetings, 5) expectations for story parent's and professional's future behavior in successful and unsuccessful IEP conferences and 6) perceptions of responsibility for resolving differences between school personnel and parents in unsuccessful IEP meetings. A vignette (story) of an IEP conference was developed as the stimulus to elicit subjects' responses on the dependent variables. The outcome (successful/unsuccessful) of the story was varied and randomly distributed to subjects. The study was divided into four stages to facilitate completion of the objectives. The time table for research stages and activities can be found in appendix A. Human Subjects Rights in Research was granted by the University of Cincinnati Medical Center (appendix B).

This section of the report includes information about criteria for subjects who participated in the study and methods of obtaining subjects. Demographic data for subjects is provided in the results section of this report. The procedures for data collection for the three stages of the

study are described. Development of the instruments is described, and results of reliability testing are provided. The setting in which the study took place is also described.

Subjects

Parents subjects for this study were parents of developmentally disabled children. The children had a primary disability of mental retardation, severe behavioral or emotional disorder, or multiple disorders of which mental retardation was a major factor. Parents of children with learning disability and or physical disability as their primary problem were excluded from the study. Children of parent subjects had to be enrolled in a special education program (mental retardation, severe behavior disorder or class for children with multiple handicaps). An additional criteria for subjects' children was that they be between the ages of 5 and 15 years of age. Parents also had to have had an IEP conference within the year prior to the study. A total of 85 parents participated in the study (Stage I n = 10, Stage II n = 21, Stage III n = 54).

Teacher subjects were teachers currently teaching in one of the three major school districts in Hamilton County, Ohio. No attempt was made to identify the specific district in which teachers were teaching. The teachers were teachers who were identified by the school system as teaching in a classroom/program for the mentally retarded, severe behavioral disorders or for children who were mentally retarded with multiple handicaps between the ages of 5 and 15. Teachers had to have been involved in IEP conferences within the school year prior to the study. A total of 81 teachers participated in the three stages of the study (Stage I n = 10, Stage II n = 13, and Stage III n = 58). Demographic

data for teacher subjects is provided in the results section of this report.

The Setting

This study took place within a large metropolitan area in the mid-west. The three largest school systems within a county-wide area were utilized for the study. Two systems were county-wide systems. That is, administratively several school districts within the county were consolidated under one administrative system. One of these systems encompassed several small towns' systems, and was entitled Hamilton County Board of Education. A second one provided services specifically for mentally retarded individuals throughout the county and was entitled Hamilton County Board of Mental Retardation and Developmental Disabilities. The third school system encompassed the largest urban school system in the county and was entitled Cincinnati Public Schools. Selection of the three systems provided the greatest possible geographic, economic, racial and social mix among the study subjects, and also provided access to the largest number of potential subjects.

Procedures

Obtaining subjects: Two letters (appendix C) one addressed to teachers and one addressed to parents were developed and placed in stamped envelopes. The envelope also contained a stamped, self-addressed (Principal-Investigator) post card (appendix C). The envelopes were delivered to the three school districts (Hamilton County Board of Mental Retardation: parent n = 400, teacher n = 45, Hamilton County Board of Education: parent n = 525, teacher n = 70, Cincinnati Board of Education: parent n = 349, teacher n = 65). The letters were addressed and

mailed by a typist hired by each of the three districts. The letter explained the study briefly and requested potential subjects to write their name, address and telephone number on the enclosed, stamped postcard and to return the card to the principal investigator. Postcards were returned by 47 parents and 10 teachers within three weeks after mailing the letter. The response rates of 3.6% and 5.5% respectively may have been due in part to the time of the year, that is two weeks after the schools had closed for the summer. The teacher and parent response rate was also due in part to failure of one school district to mail any of the letters. Parents and teachers in this school district were contacted by letter after the beginning of the school in the fall. Each of the school districts was asked to again distribute letters to parents and teachers in October, two months after the beginning of the school year. A total response rate of 10.2% for parents and 58.3% for teachers was obtained (including both mailings). The rate for parent subjects was quite low, but not unlike that obtained in other studies using a letter to obtain agreement to participate in a study. However, the reasons for the low response rate should be explored. Other avenues, such as telephone contact, and interviews may be more appropriate and appealing contacts and data collection methods for the populations involved.

Stage 1 Data Collection: Ten parents and 10 teachers subjects were randomly selected (numbers assigned, random numbers table used to select subjects) and then contacted by telephone. All ten of the teacher and parent subjects agreed to participate in an interview about IEP (Individual Educational Plan) conferences. An appointment was scheduled at the

home of the subject, and the interview was conducted at each subject's home. One parent was not at home at the time of the scheduled interview and refused to participate when later contacted by telephone. One additional parent subject was selected randomly from the pool of remaining subjects.

A semi-structured, open-ended response interview schedule (appendix D) was utilized to collect data for the development of instruments. The interviews lasted between 1 and 1- 1/2 hours. Each subject was asked to read and sign an Informed Consent Statement (appendix E) prior to the beginning of the interview. Parent subjects were asked to describe the most recent IEP conference with their child's teacher. Teachers were asked to describe a successful and an unsuccessful conference. Information related to beliefs about conferences, causes for conference outcomes, and demographic data was also obtained. (An example of the interview schedule is provided in appendix D).

Stage II Procedures: Subjects for Stage II were randomly selected from the remaining pool of parent and teacher subjects who had returned a postcard in response to the first or second letters sent to potential subjects. Each subject was sent an informed consent statement (appendix F) a research booklet (appendix G) and a stamped, self-addressed envelope to use for returning the research booklet to the principal investigator. Each subject who returned a research booklet was sent a second booklet to complete. Twenty-six booklets were sent to parent subjects on the first mailing in Stage II and sixteen booklets were mailed to teacher subjects. The return rate for the initial mailing was n = 21 (80.7%) for parents and n = 13 (81%) for teachers. Twenty-five booklets from the second

mailing were returned (parents n = 14, teachers n = 11). Alpha Coefficient analyses were performed for the test of internal reliability. The Pearson-Product Moment test was conducted to determine test-retest reliability of the instruments. Data for the reliability tests are provided in the section on Instruments.

Stage III Procedures: The remaining subjects (parents n = 94, teachers n = 79) were mailed a revised research booklet (appendix H) an informed consent statement, and a stamped, self-addressed envelope. A total of 173 research booklets were mailed for this data collection phase. The response rate was 62.7% for parents (n = 59) and 77% for teachers (n = 61). Fifty-four of the parent booklets and 58 of the teacher booklets were usuable for purposes of this study. Subjects were given a number, and then randomly assigned to receive a research booklet with either a successful story outcome (n = 88) or an unsuccessful outcome (n = 85). Each subject was mailed a research packet containing an informed consent (appendix I), a revised research booklet (appendix H), and a stamped, self-addressed envelope. Three weeks were allowed for return of the questionnaires.

Instructions for responding to the research task were included in the research booklet (appendix H). The informed consent (appendix I), explained the purpose of the study. Although subjects were sent an informed consent, signing and returning the form was considered optional. Return of a completed booklet was considered subject's consent to be included in data analyses. Confidentiality for each subject was maintained by using only a code number, requesting that signed consents be returned separately, and treating all data as group data. No individual

responses are reported.

Instruments

Instruments used for data collection in this study were developed by the principal investigator and were based on responses of 10 parents and 10 special education teachers to semi-structured, open-ended interviews conducted during Stage I of the study. Attribution Theory (Jones and Nesbitt, 1972) was utilized to shape the development of the instruments which consisted of 1) two stimulus stories of IEP conferences, 2) two semantic differential scales, 3) attribution scales for cause of story child's problem, and cause of story outcome, 4) parent development/coping scale, 5) future expectations scale, 6) conference improvement scale, 7) story information scale, 8) personal and demographic data forms. Descriptions of the instruments and reliability data are provided in this section of the report.

Vignettes: Two stories of an IEP conference were developed and tested in this study. The stories included the same content, people, and problems. The interactions and endings were varied to make one appear to have an successful outcome (see appendix H, Story A) and one to appear to have an unsuccessful outcome (story B). The stories were developed from descriptions of IEP conferences provided by parent and teacher subjects in Stage I of the research project. The age and sex of the child were selected from those most commonly reported by parents in the study. The problem, ability of the child to communicate effectively and agreement about the amount of time for speech therapy, was the most frequently reported concern of both parents and teachers, and was thus selected as the focal problem for the story. The number and status of people involved in the conference story

were also based on the most frequently reported data provided by subjects in Stage I. The type of statements, interactions, and behavior of the story conference participants were similarly obtained from the descriptions provided by Stage I subjects. The outcome of the story conference was randomly varied among the subjects in stages II and III. That is, approximately one-half of the subjects received a vignette with an unsuccessful outcome (n = 85). The other one-half received a research booklet containing a story with a successful outcome (n = 88).

Data Collection Instruments: The two semantic differential (S.D.) scales were developed for a previous study (Opie, 1982). Both scales are composed of the same 20 bipolar adjectives which were obtained from the work of Osgood, et al (1957). One S.D. is for the purpose of assessing subjects' perception of the story teacher's behavior, and the other to assess subjects' perception of the story parent's behavior. The semantic differential is an effective tool for assessing perceptions of, attitudes about and meanings of objects to individuals. It has been found to be an effective and reliable and stable tool for use with a variety of cultural and socioeconomic groups (Osgood, et al 1957). Seven of the adjective pairs are most heavily weighted in terms of evaluation (wise-foolish, honest-dishonest, awful-nice, fair-unfair, cooperative-uncooperative, pleasant-unpleasant, ill-healthy). Five bipolar adjectives (tense-relaxed, active-passive, fast-slow, sharp-dull, excitable-calm) have their primary factor loading on activity. The remainder of the adjective pairs are primarily loaded on the factor, potency. These are: assertive-non-assertive, stupid-intelligent, strong-weak, feminine-masculine, large-small, and brave-cowardly). (See appendix H, part I)

Scales developed specifically for this study consist of the following:

A. The Information About the Story (appendix G, H, part II)

B. The Conference Outcome

C. Story Parent's Growth/Development as a Parent

D. Expectations for Future Conferences

E. Improvement of the Story Conference

F. Beliefs About Parent-Teacher Conferences

Appendix G provides examples of the instruments as developed from open-ended interview data gathered in Stage I of the project. Appendix H provides examples of the instrument as revised after Stage II analysis. Appendix J provides scale alpha's and item total correlations for each item in each scale. Only items adding to the total scale alpha were retained for Stage III. A post-hoc alpha coefficient analysis was conducted on Stage III data. Table 1 provides a comparison of the Alpha scores between Stages II and III. Table 2 demonstrates the relationship of the independent variables and its correspondent scale. A description of each of the scales follows.

Story Information Scale: A scale consisting of items was developed to gather inforamtion about the story (see Stage II booklet). Information was sought to determine whether or not the versions were viewed by subjects as successful or unsuccessful, believable, familiar, and whether or not the story parent's and story teacher's behavior was viewed as typical. The original scale consisted of 8 items. Three items were deleted to obtain an Alpha reliability coefficient of .689. On post-hoc analysis of the scale (Stage III data) the scale achieved a reliability coefficient of .642 (Table 1). The coefficient achieved by this scale was

Table 1 Comparison of Scale Reliability Scores and Post Hoc Reliability Scores

Scale *	Stage II	Stage III
Story Improvement Scale	.689	.643
Cause of Story Child's Problem	**	.689
Conference Outcome Scales:		
Parent Scale	.891	.876
Teacher Scale	.923	.924
External (Factors) Scale	.890	.883
Parent Development Scale	.879	.855
Expectations for Future Conferences:		
Parent's Future Behavior	.917	.931
Teacher's Future Behavior	.819	.809
Conference Improvement Scales:		
Parent Improvement Scale	.830	.817
Teacher Improvement Scale	.846	.888
External Future Improvement Scale	.815	.806

Legend:
* Cronbach Alpha Score (S)
** This scale was not used in Stage II.

Table 2 Independent Variables and Correspondent Measurement Tool

Independent Variable	Scale
1. Attributions for Cause of Child's Problem	Cause of Child's Problem - Child Cause of Child's Problem - Parent
2. Attributions for Conference Outcome	Parent Outcome Scale Teacher Outcome Scale External Factors Scale
3. Perceptions of Story Parent's Development	Parent Development Scale S.D. Scales
4. Expectations for Story Parents/Teacher's Future Behavior	Parent Future Behavior Scale Teacher Future Behavior Scale
5. Beliefs of Responsibility for Conference Improvement	Parent Improvement Scale Teacher Improvement Scale External Factors Scale

above the minimum criteria of .620. On post-hoc analysis the item, "the outcome of this parent-teacher conference is successful", achieved a much lower item total correlation than on initial testing. Without this item the scale would have an alpha = .725 (appendix J). The Story Information Scale was found to have stability over a two week period. Test-retest reliability information can be found in Table 2 .

Attribution Scales: Prior to each attribution scale, there is an open-ended item requesting the respondent to state in their own words what they believe is the cause of the story child's problem or of the conference outcome. Three subscale scales were developed to measure subjects' attributions for cause of the story outcome. These are 1) a parent attribution subscale, 2) a teacher attribution subscale, and 3) an external attribution subscale. The external subscale consisted of items related to child as cause, structure as cause, and school administration as cause. The Parent Attribution Subscale (appendix J) achieved an Alpha coefficient of .891 during pilot testing. The post-hoc analysis yielded an Alpha = .877 (Table 1). Item total correlations for several items were less on post-hoc analysis compared with the pilot test alphas. Test-retest reliability was demonstrated for this scale. (Table 2).

The Teacher Attribution Subscale Scale was demonstrated to have an internal reliability of Alpha = .923 on pilot testing. The score was maintained in the post-hoc analysis (Table 1). Test-retest reliability of $r = .668$, $p = < .000$ was achieved on pilot testing of the instrument (Table 2).

The External Attribution Subscale (EAS) for cause of story outcome

achieved an Alpha Coefficient = .890 on pilot-testing. The post-hoc analysis produced a similar score (Table 1). Test-retest stability for the EAS was not demonstrated as seen in Table 3 . The item means for subjects on this scale tended to regress toward the neutral or uncertain point on the second test, thus accounting for the lack of stability over time.

An attribution scale for Cause of Child Problem (CCP) was also used in this study. The scale was developed for a previous study by the author (Opie, 1982). The scale consists of two subscales (an internal (parent) scale, and an external scale). The mean reliability reported for this scale is Alpha = .725. Post-hoc analysis produced a reliability coefficient of .689. Test-retest reliability of the CCP scale was not measured in this study.

Parent Development/Coping Scale: This Parent Development/Coping (PD/CS) was developed and used in a study reported by Opie, 1982. The reliability of the scale was reported as Alpha = .820. The analysis of the pilot testing during this study produced an Alpha = .879, and on post-hoc analysis Alpha = .855. Test-retest realiability on pilot testing was demonstrated ($r = .617$, $p = <.001$).

Expectations for Future Conferences: Two scales were developed from interviews with parents and teachers in Stage I of the project. The Parent Future Behavior Scale (PFBS) consisting of 7 items was demonstrated to have an Alpha = .917 on pilot testing and .931 on post-hoc analysis (Table 1). The Teacher Future Behavior Scale (TFBS) achieved an Alpha = .819 and .809 respectively. Test-retest reliability was demonstrated for the PFBS ($r = .819$, $p = <.000$). Stability over time was not

Table 3 Scale Test - Retest Reliabilities

Scale	r Value	Significance
Story Information Scale	.589	.001
Attribution Scales:		
Cause of Child Problem	*	*
Parent Scale	.719	.000
Teacher Scale	.668	.000
External Scale	.412	.021 (n.s.)
Parent Dev/Coping	.617	.001
Future Expectations Scales:		
Mo. Future Beh. Scale	.819	.000
Tea. " " "	.309	.068 (n.s.)
Conference Improvement Scales:		
Parent Responsibility Scale	.625	.000
Teacher Responsibility "	.715	.000
External Scale	.644	.000

* Not tested

demonstrated for the TFBS (Table 2).

Conference Improvement Scales: Three scales were developed to measure subjects beliefs about responsibility for improving conferences. The Parent Improvement Scale (PIS) consisted of 9 items. Internal reliability was measured at Alpha = .830 on the pilot test, and Alpha = .817 on post-hoc analysis. Stability over time was also demonstrated in the pilot-test of the instrument as shown in Table 3 .

The Teacher Improvement Scale (TIS) and the External Improvement Scale (EIS) were similarly found to be internally reliable, and to demonstrate reliability over time. Alpha coefficients for the TIS are .846 (Pilot), .888 (Post-hoc) and test-retest reliability was measured as $r = .715$, $p = <.000$. Test-retest reliabilities for the EIS are as reported in Table 3 . Alpha coefficients = .815 and .806.

Data Analyses

The research design for this study was a 3 x 2 factorial between subjects design. There were three levels of the first factor: trained parent, untrained parent, and teacher. The two levels of the second factor are story outcomes, successful and unsuccessful. A one-way anova was used as a preliminary test to determine if significant differences existed between parents who had gained information about their rights in IEP from a parent information source (trained parents) (n = 41) and those parents who said they had not received any information (n = 10) or had received written information only from a non-parent information source (untrained parents n = 3). One-way anova was also used to test for significant differences between teacher subjects who reported being parents (n = 32) and those who report not being parents (n = 22).

Two-way Anova was the primary method used to analyze main effect differences on the data obtained. The post-hoc Tukey test was used to test significant interaction effects. Because of the small number of subjects in the untrained parent group (n = 13) compared with the teacher (n = 58), and trained parent (n = 41) groups, a Scheffé test post-hoc analysis was also employed. The Scheffé is a more conservative test, thus producing less Type I and Type II error. Statistical Package for the Social Sciences, was used as the computer program for the analysis. Pearson Product Moment Correlation was used to test for correlations between the various scales used in the study. Demographic data is reported using measures of central tendency, and percentages. Demographic data were used primarily for describing the subject sample. See Tables 4 and 5 for descriptive data about subjects.

Responses to open-ended statements (Stage III) were coded into predetermined categories (similar to the subscale divisions) by three independent judges. Judges were instructed to designate first whether statements were attributions (inferences of causality), and second, to designate to whom or what the attribution statement referred, e.g., parent, teacher, mixed, (included parent and teacher) or other. They were then asked to give each respondent a score (total) for each category of statements, e.g. number of non-attribution statements, number of parent attributions, etc. Inter-rater reliability was determined by the following formula:

$$\frac{\text{Number of Agreements}}{\text{Number of Agreements and Disagreements}}$$

(Polit and Hungler 1978 p.431). An inter-rater reliability of .87 was obtained. The number of statements, and number of each category of

Table 4 Summary of Parent Subjects' Demographic Data
Stage I, II, and III

Variable	Stage I n = 10	Stage II n = 21	Stage III n = 54
Age			
Mean	43.1	36.4	40.3
S.E.	8.15	2.0	1.28
Range	32-55	20-51	22-61
Sex			
Female	9	17	47
Male	1	4	5
Missing	0	0	2
Marital Status			
Married	9	21	42
Single	0	0	4
Divorced	1	0	6
Widowed	0	0	1
Other	0	0	1
Race			
White	9	14	49
Black	1	6	4
Other	0	1	1
Number of Children			
Mean	3.7	3.5	2.9
Range	1-7	2-7	1-5
Approximate			
Mode	21,000	15,000-19,999	20,000-29,000
Income			
Range	6,000-50,000	10,000-50,000	9,999-50,000

Table 5 Summary Demographic Data for Teacher Subjects
Stage I, II, and III

Variable	Stage I n = 10	Stage II n = 13	Stage III n = 58
Age			
Mean	29	33.5	36.6
S.E.	3.9	3.27	1.41
Range	23--36	23-60	23-61
Sex			
Female	8	12	49
Male	2	1	9
Marital Status			
Married	6	8	48
Single	4	4	9
Divorced	0	1	1
Widowed	0	0	0
Other	0	0	0
Parent			
Yes	4	7	32
No	6	6	22
Missing	0	0	4
Race			
White	9	10	55
Black	1	3	2
Other	0	0	1
Approximate Mode	15,300	20,000-29,000	20,000-29,999
Yearly Income Range	12,600-19,000	9,000-50,000	10,000-50,000

attributions was computed, and used to test hypothesis one. Appendix K contains the instructions for the independent judges.

Limitations:

1. The sample was a convenient sample using only those subjects who indicated they were interested in participating (by returning a postcard), and who returned the research booklet.
2. The parent sample is small in comparison to the actual number of potential subjects. The total number of subjects who participated in the study represents approximately 6.6% of potential parent subjects, and 41% of the potential teacher subjects.
3. The return rate of usuable research booklets for the actual data collection phase is moderate to good, 57% for parent subjects, and 73.4% for teacher subjects.
4. This study is also limited to a specific geographic setting, and data may not be generalizable to other geographic areas.

Study Results

This section of the research report will focus on results obtained during Stages I and III of the project. Data acquired during Stage II are reported in the Methodology Section under Instruments (development and reliability testing).

The major emphasis of the Results section of this report will focus on findings obtained during Stage III of the study. Demographic data for subjects for all three stages of the study are provided.

The Subjects: During Stage I, 10 parents (representing three school districts) and 10 teachers, also representing the same three school districts were interviewed. The data supplied by the interviews was utilized for

the purposes of instrument development. Parent subjects for all 3 stages of this project ranged in age from 21 years to 61 years. Teachers subjects ranged in age from 23 to 61 years. The mean age for parents was 39.9 and for teachers $\bar{x}$ age = 33 years. The mean age of children of parent subjects was 12.3 during Stage 1. Three of the children were girls and seven were boys. No parent reported having more than one handicapped child. The categories of problems represented by children of parent subjects were: mental retardation, behavioral disorder, and multiple handicaps. Categories of problems remained constant for the three stages of this project. Summary demographic information can be found in Tables 4, 5 and 6.

Twenty-one parent subjects and 13 special education teachers participated in Stage II of the study. Summary demographic data for parent subjects are provided in Tables 4 and 6. Children of parent subjects are described in Table 6. The mean age of parent subjects in Stage II was 36.4, making them slightly younger as a group than Stage I ($\bar{x}$ = 43.1) or Stage III ($\bar{x}$ = 40.3) parents. Eighty-one percent of subjects were female 100% were married. Sixty-six percent of parent subjects were white, compared with 90% white in Stage I and Stage III. Data for teacher subjects can be found in Table 5. Teacher educational preparation and experience data are provided in Table 7,8. Thirteen teachers participated in Stage II. Ninety-two percent of the subjects were female, 61% reported being married, and 53% reported being parents. Seventy-six percent reported being white, and 24% black.

During Stage III of this study 112 subjects participated (parent n = 54, teacher n = 58). The mean age for parents was 40.3 years, and for

Table 6 Demographic Data: Parent Subjects' Children

Variable	Stage I n=10	Stage II n=21	Stage III n=54
Age:			
Mean	12.3	10.6	11.1
S.E.	2.4	.92	5.3
Range	7-15	5-15	5-19
Sex:			
Male	7	13	21
Female	3	6	25
Missing	0	2	8
Problem:			
M.R.	4	9	32
S.B.H.	2	1	3
M.H.	4	10	14
Missing	0	0	5
Program:			
D.H.	0	6	16
M.R.	3	3	15
S.M.H.	5	9	12
S.B.H.	2	1	4
Other	0	0	2
Missing	0	2	5

Legend:

M.R. = Mental Retardation
D.H. = Developmental Handicap
S.M.H. = Severe Multiple Handicap
S.B.H. = Severe Behavioral Handicap

Table 7 Educational Preparation of Subjects

	Stage I n=10	Stage II n=13	Stage III n=58
Teachers:			
Bachelors	9	5	16
Masters	1	4	23
Other	-	4	19
Parents:	n=10	n=21	n=54
Did not complete high school	1	1	2
Completed high school	4	8	18
Technical/trade school	1	2	8
1-3 years of college	2	5	9
Baccalaureate Degree	1	3	8
Masters Degree	1	1	5
Doctoral Degree	-	-	1
Missing	-	1	3

Table 8 Teachers' Teaching and IEP Conference Activity

	Stage I n=10	Stage II n=13	Stage III n=58
Number of Years of Teaching:			
Mean	6.1	10.2	11.29
S.E.	2.9	2.2	1.04
Range	2-10	2-23	2-37
Number Years in IEP Conferences:			
Mean	4.5	5.5	6.0
S. E.	2.1	0.5	0.3
Range	1-8	2-7	1-8

teachers $\bar{x}$ = 36.6 years. The range for parents was 22 to 61 years and for teachers range = 23 to 61. The majority of subjects were female (parent n = 87%, teachers = 82%). The majority of both categories of subjects were married, and white. The modal yearly income range for both groups was in the $20,000 to $29,000. (Parents and teachers participating in this study were quite similar on many socioeconomic variables).

The mean age of parent subjects' children was 11.1 years in Stage III with a range from 5-19. Although originally the age of 15 had been set as the cut off point for subjects' children, it was found that many developmentally delayed children are still in the public shcool system until later ages of 19-21, with parents participating in IEP conferences. Only 3 subjects returned questionnaires whose children were older than 15 years, and thus were included in the final analysis. Twenty-five subjects in Stage III reported having a female child who was disabled, compared to 21 males. Eight subjects did not report the sex of their children, thus the accuracy of this finding is questionable. Most study results report a higher ratio of males to females when reporting on the developmentally disabled population.

The Findings

Results: Stage I. Subjects' responses to interview items in Stage I were largely incorporated into the research instruments. The reader is referred to appendix G (original scales) and appendix H (final version of research instruments) for examples of subjects' responses. Due to the fact that only 10 teachers and 10 parents were interviewed no attempt was made to count or analyze responses for significant differences regarding perceived reasons for successful or unsuccessful outcomes in IEP

(Individual Educational Plan) conferences. Responses to questions about about what makes conferences turn out well or poorly were found to fall into five attribution categories. The five categories were labeled as follows: 1) internal parent, 2) internal teacher, 3) external conference structure, 4) external school administration, and 5) external child Table 9 provides examples of statements which fell into each category. The three external attribution categories were combined to form one external attribution subscale. Three independent judges were utilized to rate items for placement in each category. A 91% agreement rate was achieved between the 3 judges. Statements made by the 20 subjects were used to develop the Research booklet for Stage II - Instrument Reliability Testing. (appendix G). Items which detracted from a scale or subscale total Alpha Coefficient rating were deleted after the Stage II analysis.

The data from questions related to beliefs about conferences are reported. Table 10 provides a summary of responses for these interview items. The similarity of beliefs about IEP conferences between special educators and parents of developmentally handicapped children were noted. Most parents (n = 9, 90%) and teachers (n = 9, 90%) thought IEP conferences were important. Teachers and parents generally (90%) agreed that conferences were improved by parents being informed of their rights and the rights of their disabled child. Parents (60%) and teachers (100%) alike tended to believe that future conferences would go as they had in the past. That is, if they felt successful with a parent (or teacher) they generally stated an expectation of future success. It should be noted that all subjects, (100%), parents and teachers, during this

Table 9 Attribution Categories and Sample Statements

Internal	External
Parent:	System: (School Administrators)
Parent had a positive attitude	Wants to save money
Understands child's needs	Concerned about parent's rights
Well-prepared, cooperative	Believe conferences are important
Parent is assertive	Afraid of Parents
Parent is open	
Teacher:	Conference Structure
Took enough time	Goals and plans were written before the conference
Presented new information	IEP was written at the meeting
Willing to cooperate	The conference was held in the classroom
Teacher respects the parent	Not enough teachers attended
Teacher does not	The Child
Conferences are important	Is likeable
	Is not making progress
	The child is easy to like

Table 10 Stage I - Beliefs About Conferences

Belief	Parents	Teachers
Conferences are important:		
Yes	9	9
No	1	1
Conferences improved by:		
Father attendance		
Yes	3	5
No	4	3
Not sure	3	2
Advocate attendance		
Yes	2	0
No	2	2
Not sure	9	9
Conferences improved if parent informed about law/rights:		
Yes	9	9
No	0	1
Not sure	1	1
Expectations for next conferences:		
About same	3	10
Well	3	0
Expect problems	2	0
Not sure	2	0
Location of IEP conferences:		
Classroom	8	10
Conference room	1	0
Parent's home	1	1
Telephone	0	10
Perceived outcome of own conferences:		
Successful	10	10
Unsuccessful	0	0

stage of the research believed they generally had successful conferences, and that this was due to work and preparation on their part, as well as that of the other participant in the conference.

Results: Stage II. Data for Stage II are reported in the Methodology Section of this report under the section: Instruments. Subject demographic data are reported in Tables 4, 5, 6 and 7. Demographic data were used strictly for analysis of reliability of the instruments. All instruments developed specifically for the study achieved Alpha co-efficient reliability scores of .62 or better, which was set as the minimum acceptable score. Alpha's ranged from .62 to .92 on pilot testing with delation of items detracting from the total Alpha score. The values for each scale (or subscale) can be found in Table 1, in the Methodology Section of this report. The end product of Stage II activities is the second version of the research booklet found in appendix H. This final version of the instrument was used for data collection in Stage III of the research project.

Results: Stage III. The remainder of this report will focus on findings obtained during Stage III of the research project. The results will be presented in relation to each of the hypotheses established for the study. The major mode of analysis of data was factorial analysis of variance. The Scheffé test was used for post-hoc analysis due to the large variance in group size (teachers n = 58, trained parents n = 41, untrained parents n = 13). Subject demographic data are presented under the results section labeled Subjects.

Six objectives were selected for this study. The relationship of the objectives, hypotheses, data collection instruments, and analyses

are shown in Table 11. Several preliminary analyses were conducted prior to the factorial analyses for the hypotheses. A one-way anova was conducted to determine if significant differences existed between teachers who reported being parents (n = 32), and teachers who reported they were not parents (n = 22, 4 missing). No significant differences were found, thus both groups of teachers were treated as one group (n = 58) for the remaining analyses.

A one-way anova was conducted to determine if significant differences existed between trained parents (n = 41) and untrained parents (n = 13). The analysis suggested several group differences, so each group was treated as separate and distinct in remaining analyses. Results are discussed in relation to the hypotheses established for this study.

The return rate of Research booklets by story version and group ratings of the story outcome was analyzed. Table 12 provides a breakdown of the number of booklets returned by group and story outcome. As can be seen more successful outcome booklets were returned, and only a small number (24%) of parents indicated they had not had any information about P.L. 94-142. Due to the large variance in group size, the regression option was used in all one-way analyses. Only 7 parents indicated they had received their information from a parent information center only. No attempt was made to analyze differences between this group and other trained parents. Rather, the trained groups were combined and treated as one group.

Post-hoc analyses of scale reliabilities were conducted to determine stability of the instrument between similar groups. The report of these analyses were reported under instrument development in the Methodology

Table 11 Relationship Between Objective - Hypotheses - Scales - Analyses

Objective	Hypotheses	Scale	Analyses
1. Describe differences in Parents' and professionals' causal attributions for successful and unsuccessful IEP meetings, and for cause of story child's problem.	H_1: There will be no significant differences by respondent group, or type of IEP outcome (success/unsuccess) in the number of internal/dispositional of external/situational attributions for: a) Cause of story child's problem b) IEP meeting outcome.	Part II A,B.C Open-ended items	2 x 2 ANOVA Scheffe' post-hoc test
	H_2: There will be no significant differences by respondent group, or type of IEP outcome in the degree of agreement/disagreement with internal/dis positional or external/situational attributions: a) Story parent's responsibility for cause of child's problem b) IEP meeting outcomes.	Part II A.B.C Attribution scales	2 x 2 ANOVA Scheffe' post-hoc test
2. Describe differences in parents' and professionals' perceptions of a) parent's development b) Parents' and professionals' behavior on three dimensions of meaning in successful and unsuccessful IEP meetings.	H_3: There will be no significant differences by respondent group, or level of success in the degree of agreement/ disagreement with statements about a) Story parent's development	Part II D - parent development scale	2-way ANOVA Scheffe' post-hoc test
	H_6: There will be no significant differences by respondent group or level of success in perceptions of: a) Story parent's behavior on three dimensions of meaning b) Story professional's behavior on three dimensions of meaning.	Part I - Osgood Semantic Differential Section A, B	2-way ANOVA Scheffe' post-hoc test

Objective	Hypotheses	Scale	Analyses
3. Describe differences in parent and professional subjects' expectations for story characters' future behavior in successful and unsuccessful IEP meetings.	H_3: There will be no significant differences by respondent group or level of success in the degree of agreement/disagreement with statements about: b) Expectations for story parent's and story professional's future behavior.	Part II Section E	2-way ANOVA Scheffe' post-hoc test
4. Describe differences between parent and professional subjects' perceptions of responsibility for resolving disagreements/conflict in unsuccessful IEP meetings.	H_4: There will be no significant differences by respondent group in the number or kinds of responsibility statemetns made for resolving conflicts in unsuccessful IEP meetings.	Part II Section F open-ended item	1-way ANOVA
	H_5: There will be no significant differences by respondent group in the degree of agreement/disagreement with statements about responsibility for resolving conflict.	Part II Section F, scales	1-way ANOVA
5. Describe differences in attributions, perceptions, expectations for future behavior, and perceptions of responsibility for conflict resolution, between parents who have received training regarding P.L. 94-142 and those parents who have not had training.	H_1, H_2, H_3, H_4, H_5, H_6, H_7	Part II B,C,D,E Part I A,B	1-way ANOVA Scheffe' post-hoc tests

Objective	Hypotheses	Scale	Analyses
6. Describe the relationship between causal attributions, perceptions of behavior and parent's development, and expectations for future behavior, and perceptions of resolving conflict in unsuccessful IEP meetings.	H_7: There will be no significant relationship between: a) Attributions for child's problem and attributions for IEP outcome, expectations for future behavior, parent's development, and perceptions of parents' behavior on three dimensions b) Attributions for IEP outcomes and perceptions of responsibility for resolving unsuccessful outcome c) Attributions for IEP outcomes and perceptions of story parent's and story professional's behavior on three dimensions.	Parts I and II of Research Booklet scales	Pearson Product Moment-Correlation technique

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Table 12 Research Booklet Return Rate by Story Outcome and Group Membership

	Story Version		
Subjects	Successful	Unsuccessful	Total
Trained parents	23	18	41
Untrained parents	9	4	13
Special Education Teachers	30	28	58
Total	62	50	112

Table 13 Mean Ratings of Story Versions by Subjects Category

	Story Version	
Subjects	Successful	Unsuccessful
Teachers (parent)	2.17	3.46
Teachers (non-parent)	1.80	3.18
Trained parent	2.43	3.55
Untrained parent	3.66	4.66

n = 112

section. All scales (and subscales) achieved satisfactory reliability scores and were at or above the minimum standard of Alpha = .62 on port-hoc reliability testing.

A one-way anova was conducted to determine if the groups were similar or different in their ratings of the outcome df = 2 of the story, (Item 1-50 on story information scale, the outcome of this story is successful). Although significant differences ($F = 3.59$, $P < .01$) did emerge the difference is primarily due to version rather than differences between groups. All subject groups' ratings are unidirectional, i.e., lower mean score on the successful version, and higher mean score on the unsuccessful version. Table 12 demonstrates the direction of differences by group and story version. The mean ratings for untrained parents on both story versions (successful vs. unsuccessful) indicated that they did not as a group perceive either story as successful. Table 13 demonstrates the mean ratings for each group and subgroup of subjects in this study.

Trained parents rated both stories as more successful than did untrained parents, but less successful than either group of teachers. Teachers who were not parents rated both stories as more successful than any other group of subjects. Teachers who are parents may be more attuned to parent expectations by virtue of being able to identify with the parent of a disabled child, thus producing the trend of teachers who are parents to rate the stories as less successful than the non-parent group. The trend for untrained parents to rate both stories as unsuccessful may be related to higher expectations. Parents who obtain information about P.L. 94-142 may learn to adjust expectations, to comprise,

and to work toward increasing their desired activities for their children gradually. The opportunity to negotiate and to "get something" may be viewed as a form of success after training.

Results of Tests of Hypotheses:

H_1: There will be no significant differences by respondent group or level of IEP outcome in the number of internal or external attributions for:

a. cause of story child's problem

b. IEP conference outcomes

The results of the 3 x 2 anova on the number of internal and external statements made by teachers and parents for cause of the story child's problem or IEP conference out-come (open-ended items, Part II, Section B, C, appendix H) did not reach statistical significance by group (parent, teacher) or story version (successful, unsuccessful). Parents and teachers made essentially the same number of statements on both items regardless of story outcome. Both groups tended to give more explanation for the unsuccessful story outcome, but the difference did not reach statistical significance at $p < .05$. Parents tended to give more explanations than teachers, especially on the unsuccessful version, but this difference did not reach statistical significance, either. For cause of child's school problem, parents responding to an unsuccessful story outcome, gave the most attributions, parent cause $\overline{x} = 2.0$, teacher cause $\overline{x} = 2.0$, and external causes $\overline{x} = 2$. Parents also made more mixed attributions, combinations which included parent, teacher, child and or school administration as factors ($\overline{x} = 4.00$). Examples of mixed attributions were: the parent and teacher did not listen to one another; the

child's poor communication skills, plus the attitude of the teacher and other children; the teacher and administration were not interested in hearing the parent. Table 14 demonstrates differences in parent and teacher means for the open-ended items. The lack of significant differences between teachers and parents is somewhat inconsistent with other attribution studies. The lack of significant differences may be due to teachers and parents being more or less equally involved symbolically in the story, thus both tending to respond as actors rather than observers. An additional factor may be the additional scale items which subjects were asked to respond to, which may inhibit open-ended responses. As can be seen more on Tables 14, 15, and 16, more subjects responded to the story outcome item than other open-ended items.

Results of a one-way anova, trained parent vs. untrained parent also did not produce significant differences. Thus the hypothesis of no significant differences by group or story version was maintained. Subjects, regardless of training appeared to be equally involved in the story.

H_2: There will be no significant differences by respondent group or level of IEP success in the degree of agreement/disagreement with internal or external attributions for:

a. cause of story child's problem

b. the IEP conference outcome

a) Attributions for cause of child problems. H_2a was maintained. No significant differences were found by group or story version. Teachers and untrained parents responding to an unsuccessful story were most likely to disagree with statements outside parental control (Part II, Section B, appendix H). All subjects agreed slightly more with external

Table 14 Open-Ended Mean Responses by Story Version and Group: Cause of Child Problem

Scale Item		Version: Successful $\bar{X}$ Score	Version: Unsuccessful $\bar{X}$ Score
Cause of Child Problem:	Parent Cause (n = 8)		
Teachers	(n = 3)	1.0	1.2
Parents	(n = 5)	1.0	2.0
Cause of Child Problem:	Teacher (n = 7)		
Teachers	(n = 2)	1.0	1.5
Parents	(n = 5)	1.0	1.6
Cause of Child Problem:	External (Child, School) (n = 22)		
Teachers	(n = 12)	1.6	1.3
Parents	(n = 10)	1.3	2.0
Cause of Child Problem:	Mixed (n = 6)		
Teachers	(n = 2)	1.0	2.5
Parents	(n = 4)	1.0	4.0

Table 15 Attributions for Story Outcome: Mean Open-Ended Responses by Group and Story Version

Type of Attribution		Version: Successful	Version: Unsuccessful
Parent as Cause	(n = 24)		
Teachers (n = 7)		1.00	1.3
Parents (n = 17)		1.09	1.3
Teacher as Cause	(n = 41)		
Teachers (n = 23)		1.28	1.75
Parents (n = 18)		1.00	2.10
External Attributions	(n = 34)		
Teachers (n = 20)		1.54	1.55
Parents (n = 14)		1.20	2.25
Mixed Attributions	(n = 30)		
Teachers (n = 18)		1.30	1.40
Parents (n = 12)		1.50	1.00

Table 16 Attributions for Story Outcome Improvement: Mean Number of Responses by Group and Story Version

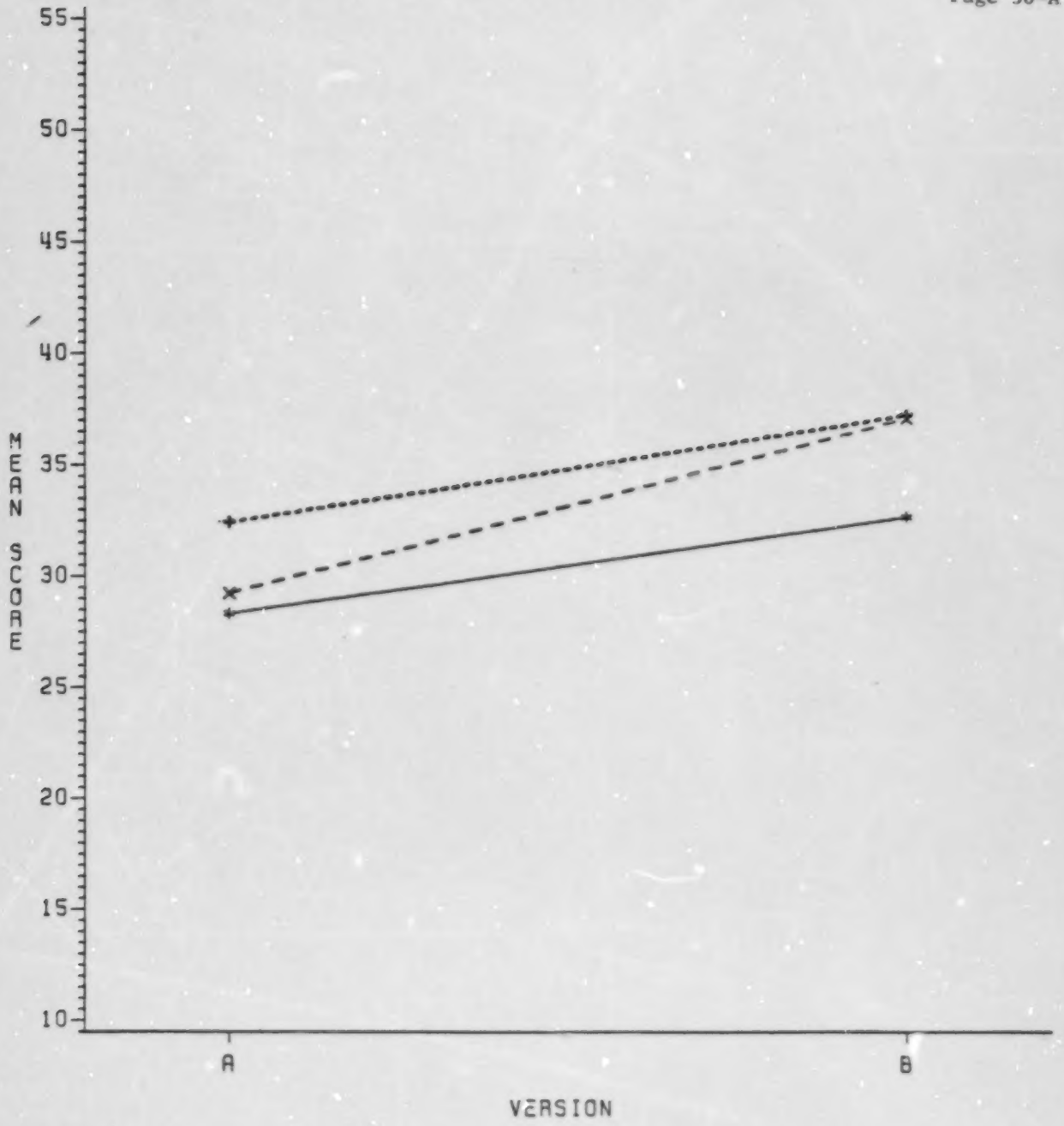
Type of Attribution		Version: Successful	Version: Unsuccessful
Parent Improvement	(n = 2)		
Teachers (n = 2)		2.	1.
Parents (n = 0)		0	0
Teacher Improvement	(n = 17)		
Teachers (n = 6)		1.5	1.87
Parents (n = 11)		1.5	1.66
External Statements	(n = 18)		
Teachers (n = 9)		1.6	1.75
Parents (n = 9)		1.20	1.25
Mixed Statements	(n = 4)		
Teachers (n = 2)		2.0	4.0
Parents (n = 2)		1.0	1.0

statements on the successful version than on the unsuccessful version. All groups disagreed with parent responsibility statements (Parent Subscale) for cause of child problem on both story versions. Untrained parents disagreed the strongest on both versions. However, no significant results were obtained on either scale, (parent or child) by group or story outcome.

b) IEP Conference Outcome. H_2b was rejected as significant differences were produced in group responses to the three subscales, (Part II, Section C), Internal parent, Internal Teacher, and External subscale, with level of success (story outcome) being primarily responsible for the significant differences ($F = 15.827$, $df = 1$, $p < .000$). Trained parents and teachers responding to the successful story version were significantly more likely to agree that the parent was responsible (positive statements) for the outcome of the conference, than were trained parent subjects who responded to the unsuccessful version ($F = 3.79$, $df = 2$, $p < .003$). The post-hoc Scheffé analysis was significant at the $p < .10$ levels. Figure 2 demonstrates the differences in mean scores between the three groups. Trained parents agreed that the parent was effective in bringing about a successful outcome in the successful outcome story, as did teacher subjects, but trained parents tended to disagree that the parent was effective in the unsuccessful outcome. Teachers did not vary significantly from one another indicating that they tended to view the parent as more or less equally effective regardless of the story outcome. The skills and information which trained parents receive, may create higher expectations or an ability to discriminate between effective and ineffective parent behaviors. Untrained parents tended to agree less

CONFERENCE OUTCOME SCALES
PARENT SCALE

Figure 2



TEACHERS (•)
TRAINED PARENTS (X)
UNTRAINED PARENTS (+)

VERSION A: SUCCESSFUL STORY OUTCOME
VERSION B: UNSUCCESSFUL STORY OUTCOME

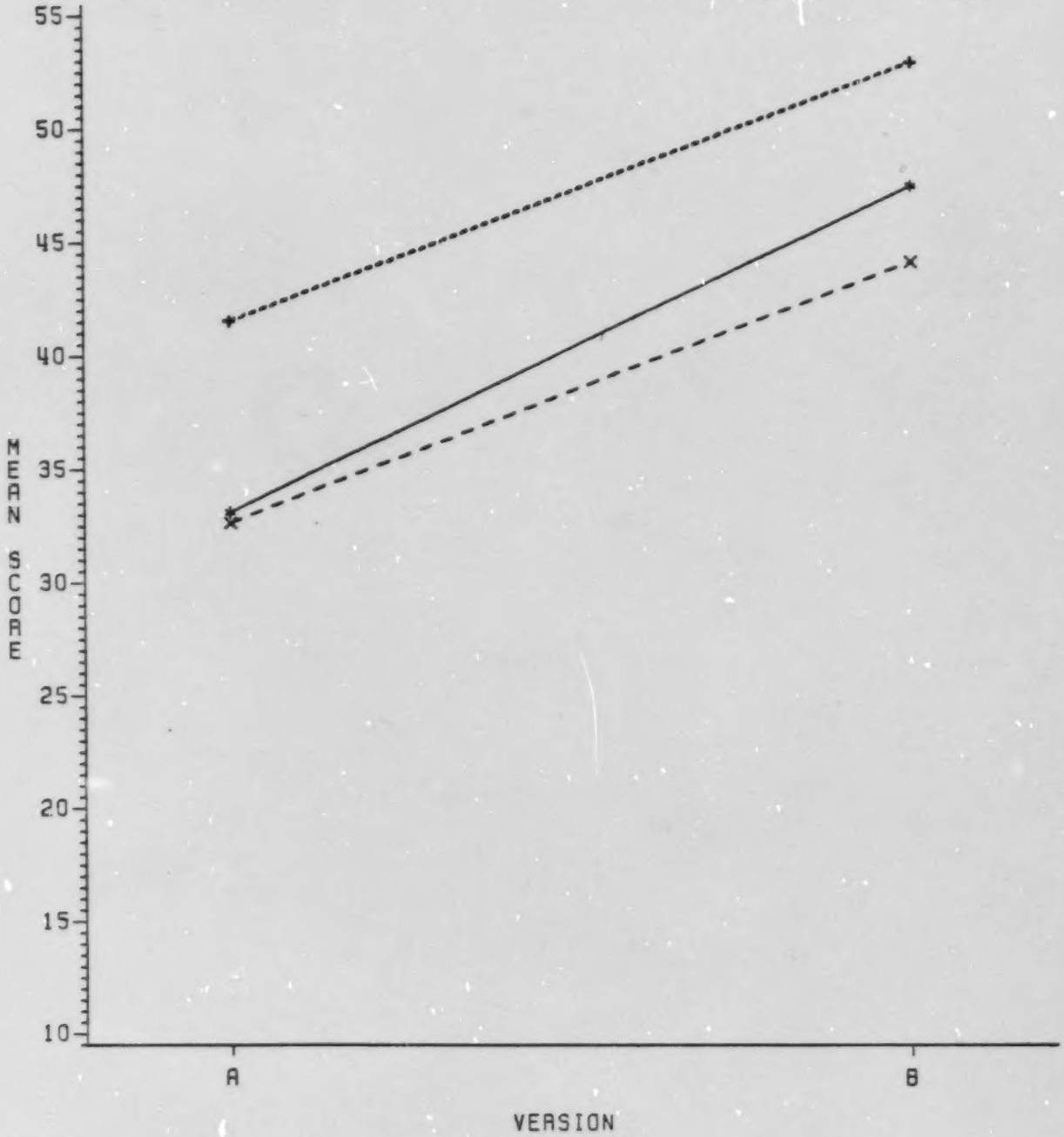
than trained parents or teachers with positive parent statements on the successful version, and were not significantly different from untrained parents responding to the unsuccessful story outcome. It is interesting to note that teachers (both versions) rate the story parents behavior more positively than either group of parents.

All subjects (trained parents, untrained parents, and teachers) who responded to an unsuccessful story were significantly more likely to disagree with positive teacher statements (Internal teacher scale), than were subjects who received a story with a successful outcome ($F = 13.6$, $df = 2$, $p < .0000$). Post-hoc analyses demonstrate significant diferences at the $p < .10$ (Scheffé). Figure 3 demonstrates the differences in means between groups by version. All items for this analysis were coded positive so disagreement indicates that subjects did not perceive the teacher as effective in the unsuccessful version. As can be seen in Figure 3, untrained parents are least likely to view the story teacher's behavior as effective and contributory to success regardless of version. Parents with little or no information about the regulations for P.L. 94-142 may maintain higher expectations for teacher cooperativeness than do parents with training.

Significant differences by group and level of success were also demonstrated on the external subscale for cause of conference outcome ($F = 7.27$, $df = 3$, $p < .0000$). Post-hoc analyses demonstrate significant differences occurred between trained parents and teachers who received the successful story outcome and trained parents and teachers who received the unsuccessful outcome. Figure 4 demonstrates the differences, in $\bar{x}$'s by version and by group as shown by Scheffé post-hoc analyses. Trained

CONFERENCE OUTCOME SCALES
TEACHER SCALE

Figure 3

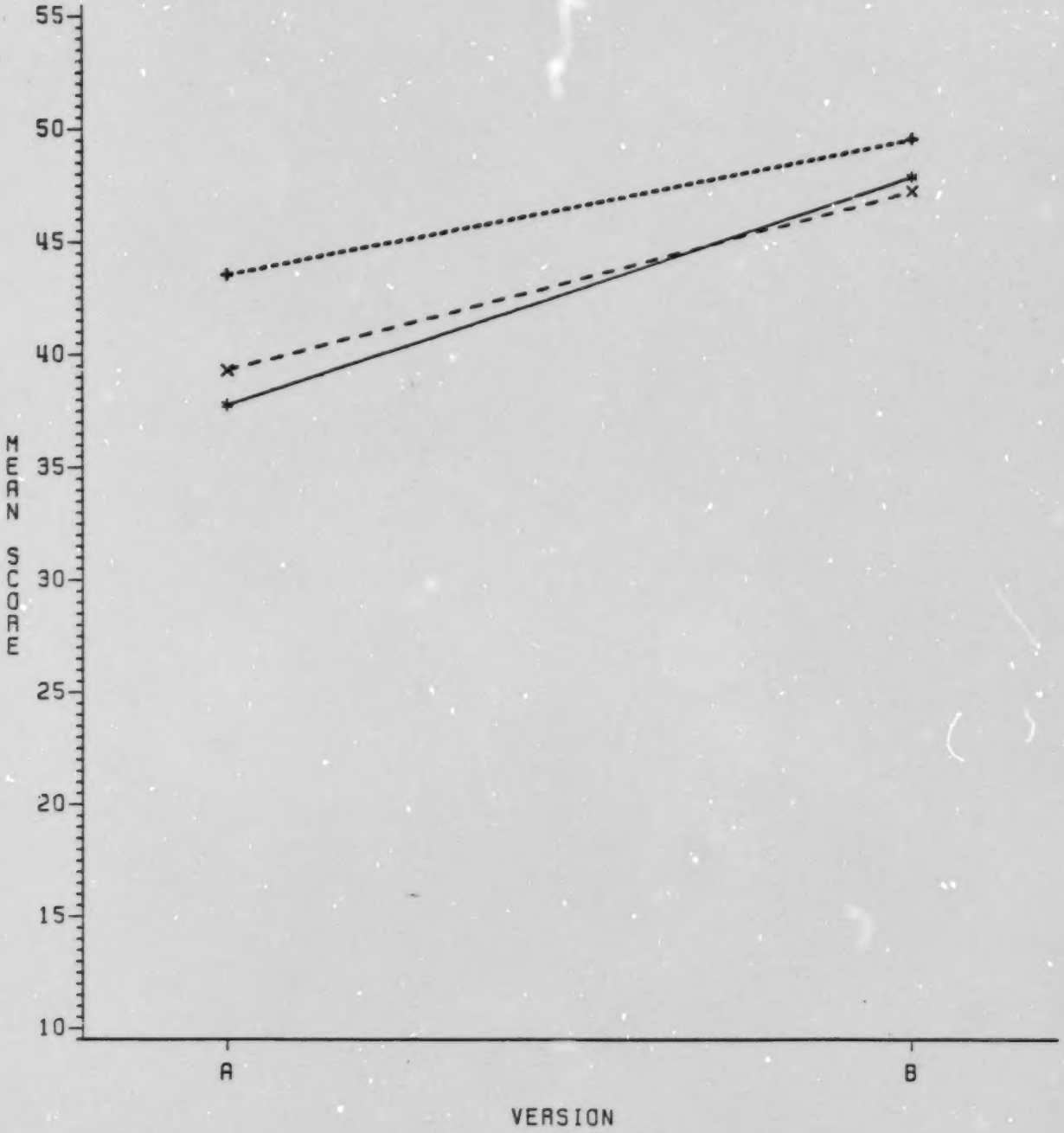


TEACHERS (•)
TRAINED PARENTS (X)
UNTRAINED PARENTS (+)

VERSION A: SUCCESSFUL STORY OUTCOME
VERSION B: UNSUCCESSFUL STORY OUTCOME

CONFERENCE OUTCOME SCALES
EXTERNAL SCALE

Figure 4



TEACHERS (•)
TRAINED PARENTS (X)
UNTRAINED PARENTS (+)

VERSION A: SUCCESSFUL STORY OUTCOME
VERSION B: UNSUCCESSFUL STORY OUTCOME

parents and teachers responding to the successful story were significantly more likely to agree that positive external factors were implicated, than teachers and trained parents receiving an unsuccessful outcome. These results are not surprising. Untrained parents are again less positive on both versions than either of the other two groups. This finding is consistent with their responses on the parent and teacher outcome scales. Although this latter difference is not significant there is a consistent trend for them to be less positive regardless of outcome, and less discriminating between positive and negative behaviors for the teachers and the parent.

H_3: There will be no significant difference by respondent group or level of success in the degree of agreement/disagreement with statements about:

a. story parent's development

b. expectations for story parent's/professional's future behavior

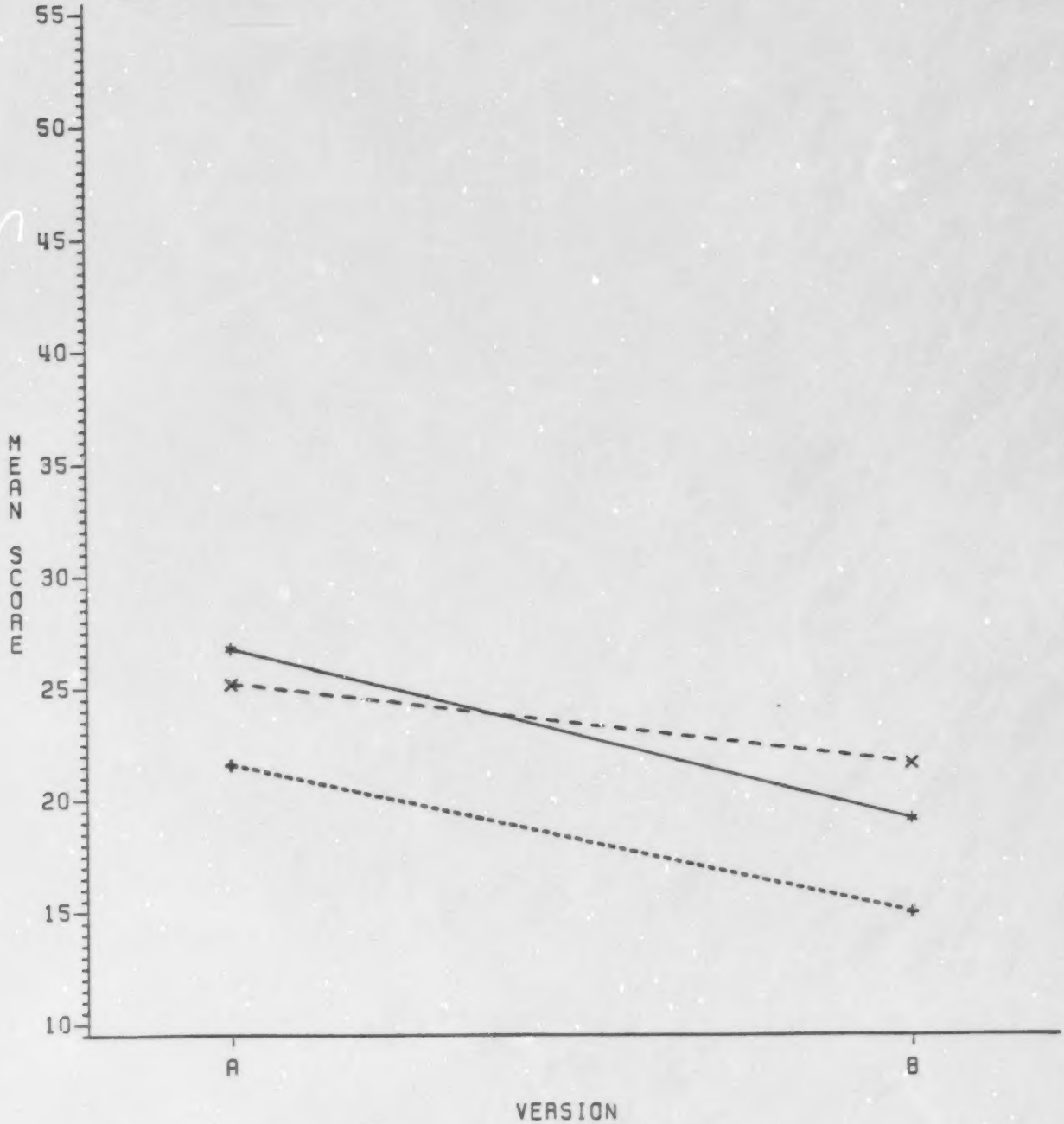
a) Story parent's developmental status: (Part II, Section D, Appendix H). No significant differences were found between any of the groups or by story version, thus H_3a was retained. Parents who were untrained, and had received an unsuccessful story outcome were most likely to agree with positive statements about the story parents coping and development, but were not significantly different from any other group ($F = .477$, $df = 3$, $p < .605$).

b') Expectations for story parent's/professional's future behavior: H_3b was rejected. Significant differences were disclosed by version and between groups for expectations for mothers' future behavior. ($F = 19.86$,

df = 3, $p < .000$). Post-hoc analysis (Scheffé) confirmed significant differences existed between groups and by version. All statements in the Expectations for Mother's Future Behavior (Part II, Section E, appendix H) subscale were recoded negatively for the analysis thus, high $\overline{x}$ scores indicate disagreement with negative future behaviors and low $\overline{x}$ scores indicate agreement with negative statements. Group means and significant differences are shown in Figure 5. Trained parents responding to an unsuccessful story were significantly more likely to disagree with negative future behaviors for the parent than were teachers or untrained parents who received an unsuccessful story outcome. Teachers who received the successful story outcome tended to disagree the most with negative future behaviors for the parent, ($\overline{x} = 26.75$), and untrained parents who responded to the unsuccessful outcome story were most likely to agree with negative future behavior statements ($\overline{x} = 15.00$). Teacher's responses (successful version) may be a result of their more positive view of the story outcome. Teachers tended to rate the successful version as more successful than either parent group, and as a result may see less reason for the parent to act in an uncooperative manner. Untrained parent responses are consistent with their more negative reactions on other scales. Trained parents may be more realistic about parental options and choices for obtaining services, and thus may not perceive the negative parent behaviors as viable opitons. They may also be more positive about future possiblities and perceive themselves as having skills, and therefore the power to effect change. Thus, trained parents are more willing to agree that the parent will return to the same school and be cooperative in future IEP conferences.

EXPECTATIONS FOR FUTURE CONFERENCES
FUTURE BEHAVIOR OF MOTHER

Figure 5



TEACHERS (•)
TRAINED PARENTS (X)
UNTRAINED PARENTS (+)

VERSION A: SUCCESSFUL STORY OUTCOME
VERSION B: UNSUCCESSFUL STORY OUTCOME

b^2) Expectations for story parent's/professional's future behavior: (Part II Section E, appendix H) A number of significant differences were also found between groups and by version on the Teacher's Future Behavior Subscale ($F = 27.28$, $df = 3$, $p < .000$). All items in this subscale were recoded positive, thus low scores indicate agreement with positive future behavior statements, and high scores indicate disagreement with positive future behaviors. Figure 6 demonstrates differences between group means by version as shown in the Scheffé analysis. Untrained parents who responded to an unsuccessful story outcome were significantly more likely to disagree with positive teacher future behaviors than were all groups who received the successful outcome. They were also more likely to disagree with positive future behaviors for the parent than were other subjects who responded to the unsuccessful story version, but these results were not significant. The results are consistent with responses to other scales. Trained parents may develop a sense of trust, and a more positive attitude that difficulties can be worked through. The skill and knowledge obtained through informational sessions may encourage them to examine more options for individuals with whom they interaction. The results may also be due to informed parents rating of the story outcome. Trained parents rate both outcomes more positively than uninformed parents.

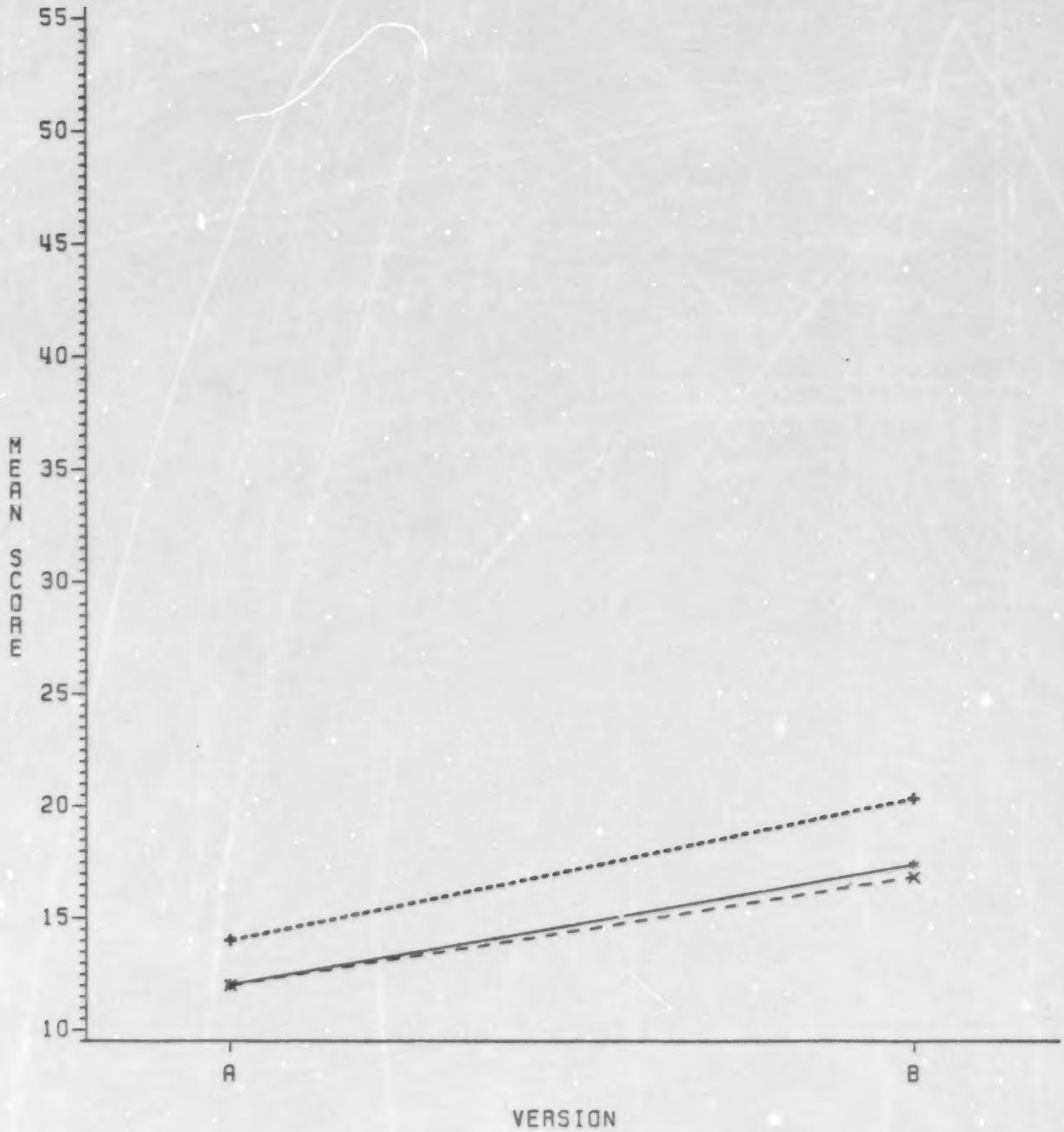
H_4: There will be no significant differences by respondent group, or level of IEP success in the kind or number of responsibility statements made for improving the conference outcome(Part II, Section F, Item 3-14, appendix H)

H_4 was retained. No significant differences were found in the

EXPECTATIONS FOR FUTURE CONFERENCES
FUTURE BEHAVIOR OF TEACHER

Figure 6

Page 40-A



TEACHERS (•)
TRAINED PARENTS (X)
UNTRAINED PARENTS (+)

VERSION A: SUCCESSFUL STORY OUTCOME
VERSION B: UNSUCCESSFUL STORY OUTCOME

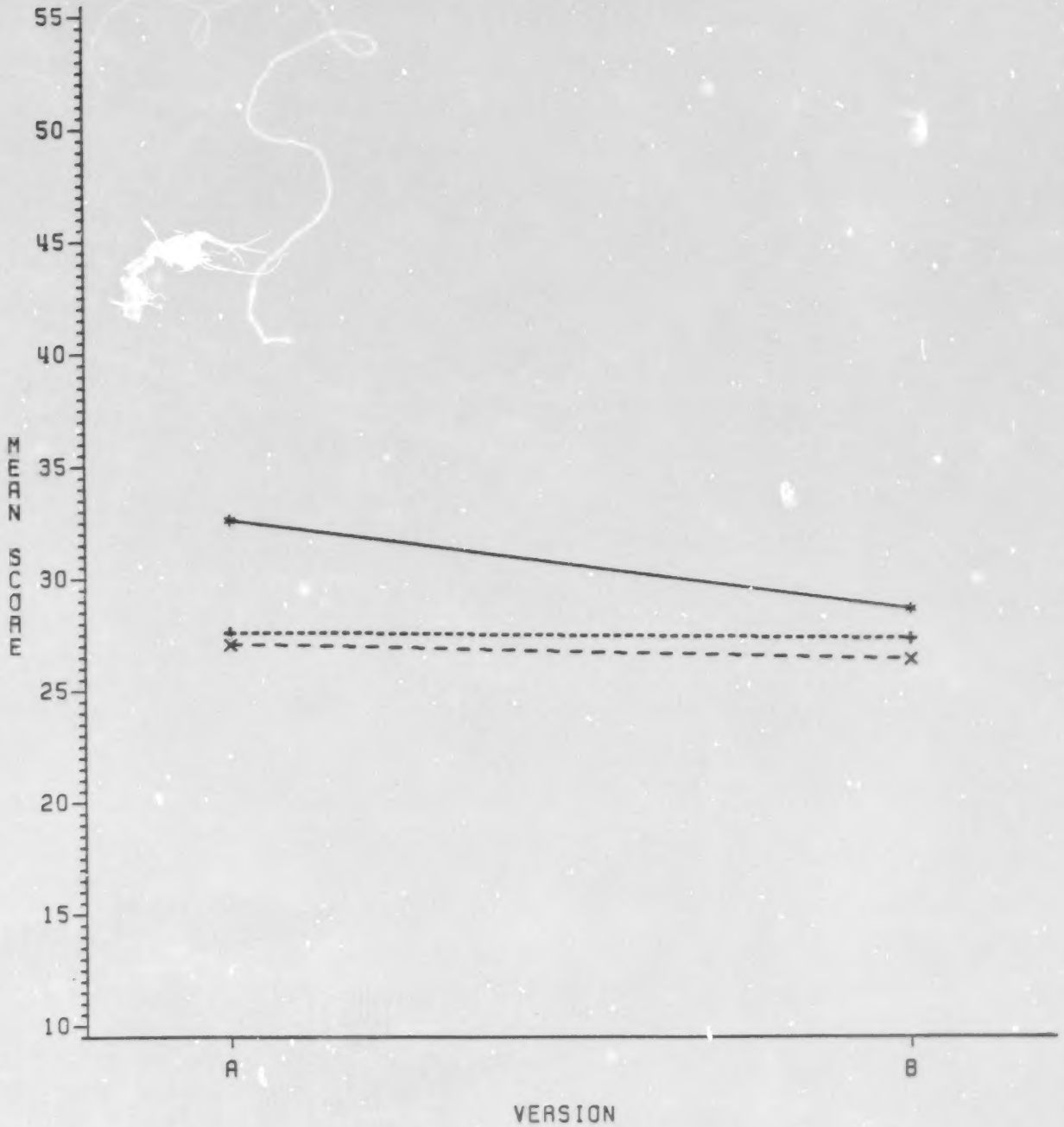
analysis of variance among the three groups or by story version.

H_5: There will be no significant differences by respondent group or level of success in the degree of agreement/disagreement with responsibility statements for improving the conference (Part II, Section F, Items 2-64-3-13, appendix H)

H_5 was rejected. Significant differences between groups were found on two-way analysis of variance ($F = 7.18$, $df = 2$, $p < .001$). Post-hoc Analysis(Scheffé) demonstrated significant differences occurred between teachers and trained parents on the successful story version for the Parent Improvement Subscale (Items 2-64-2-72). A significant difference was also demonstrated between teachers responding to the successful outcome and the untrained unsuccessful outcome parent group. The mean scores for groups by version are shown in Figure 7. The mean scores for this analysis indicate that trained parents had higher expectations in the successful outcome (for the story parent) and agree more than teachers that the parent is responsible for improving the conference. The reason for this finding is unclear. It can be seen that both parent groups, regardless of outcome believe the parent could be more assertive, better informed, more realistic about child's needs, etc., than teachers responding to either story version. The finding is not totally unexpected. Many women (majority of subjects are women) tend to rehash interactions and identify ways that they could improve their own actions. The interesting factor is that greater expectations (significant differences) are not evident between parents responding to the different versions, i.e. parents did not agree significantly more with parent improvement statements on the unsuccessful version vs. the successful version. Trained

CONFERENCE IMPROVEMENT
PARENT IMPROVEMENT SCALE

Figure 7



TEACHERS (•)
TRAINED PARENTS (X)
UNTRAINED PARENTS (+)

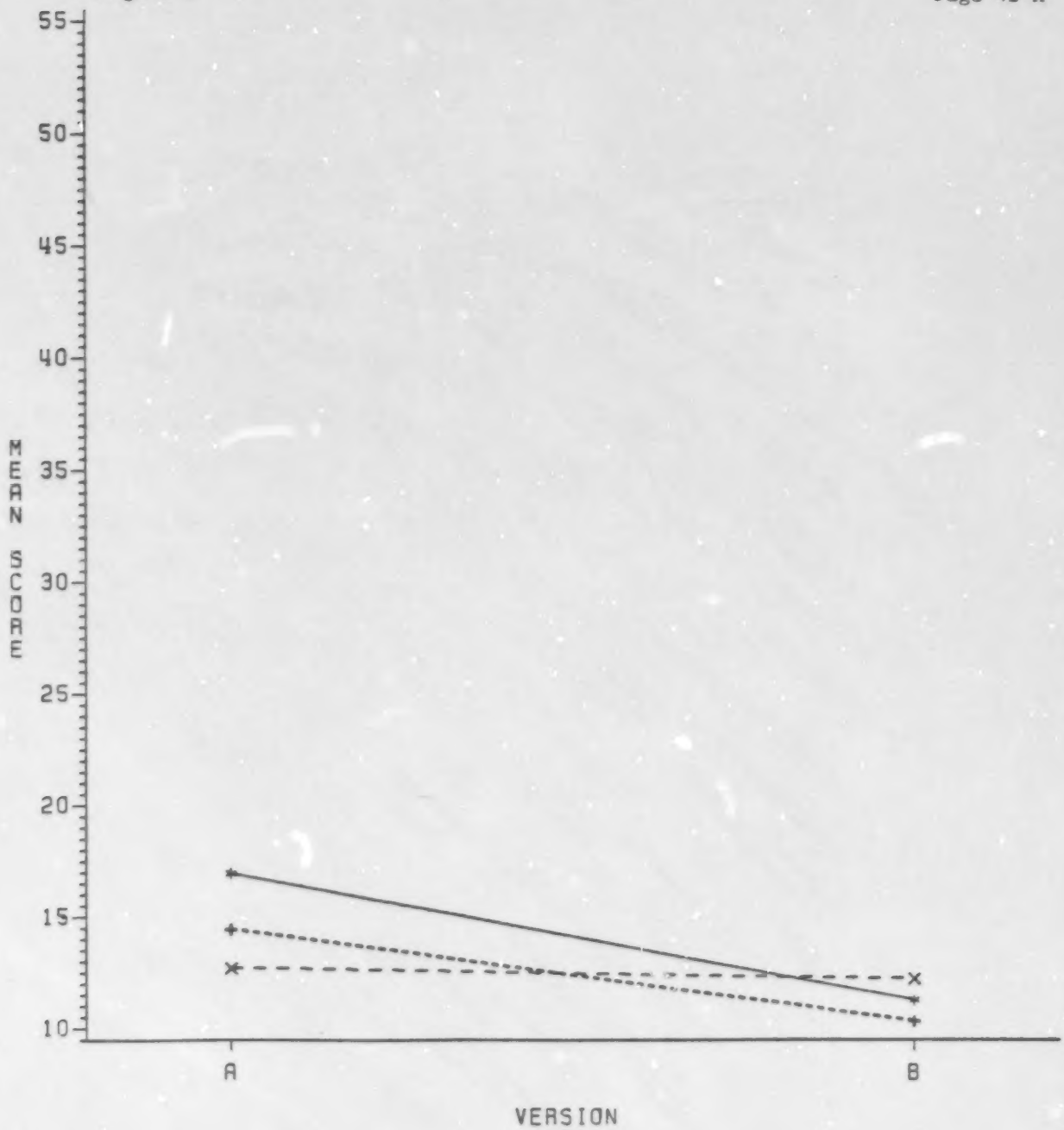
VERSION A: SUCCESSFUL STORY OUTCOME
VERSION B: UNSUCCESSFUL STORY OUTCOME

parents are slightly more expectant of parent improvement but not significantly so. Training, i.e. acquisition of knowledge and skills may lead parents to be more critical of their own behavior. Responses may also be due to the long-term socialization women receive regarding interactional behaviors. It can be seen that teachers regardless of story outcome were less likely to agree with parent improvement statements. Significant differences occur on the successful version, only.

Significant differences were found on the Teacher Improvement Subscale, ($F = 7.56$, $df = 3$, $p < .000$) and the External Improvement Subscale, also ($F = 8.78$, $df = 3$, $p < .000$). The differences in both instances occurr between teachers/successful outcome, and trained parents, untrained parents, and teachers responding to the unsuccessful situation. Trained parents/successful version and teachers/successful version also differ at the $p < .10$ (Scheffé). Mean scores (as shown in Figure 8, 9) demonstrate that teachers/successful version were significantly less likely to indicate that the teachers' behavior and external factors needed to be improved than groups responding to an unsuccessful version. This is certainly not an unexpected finding. The interesting factor is that regardless of outcome teachers were less likely to agree (than parents) that the teacher, the parent, or the situation called for improvement. These results may be due in large measure to a more matter of fact attitude toward IEP conferences since they must conduct several each year. Parents on the other hand may become more symbolically involved in the story, and relate with higher intensity due to greater emotional involvement. They attend only one conference which is specific to their child which may lead to greater expectations for their own behavior and that of others. The

CONFERENCE IMPROVEMENT
TEACHER IMPROVEMENT SCALE

Figure 8

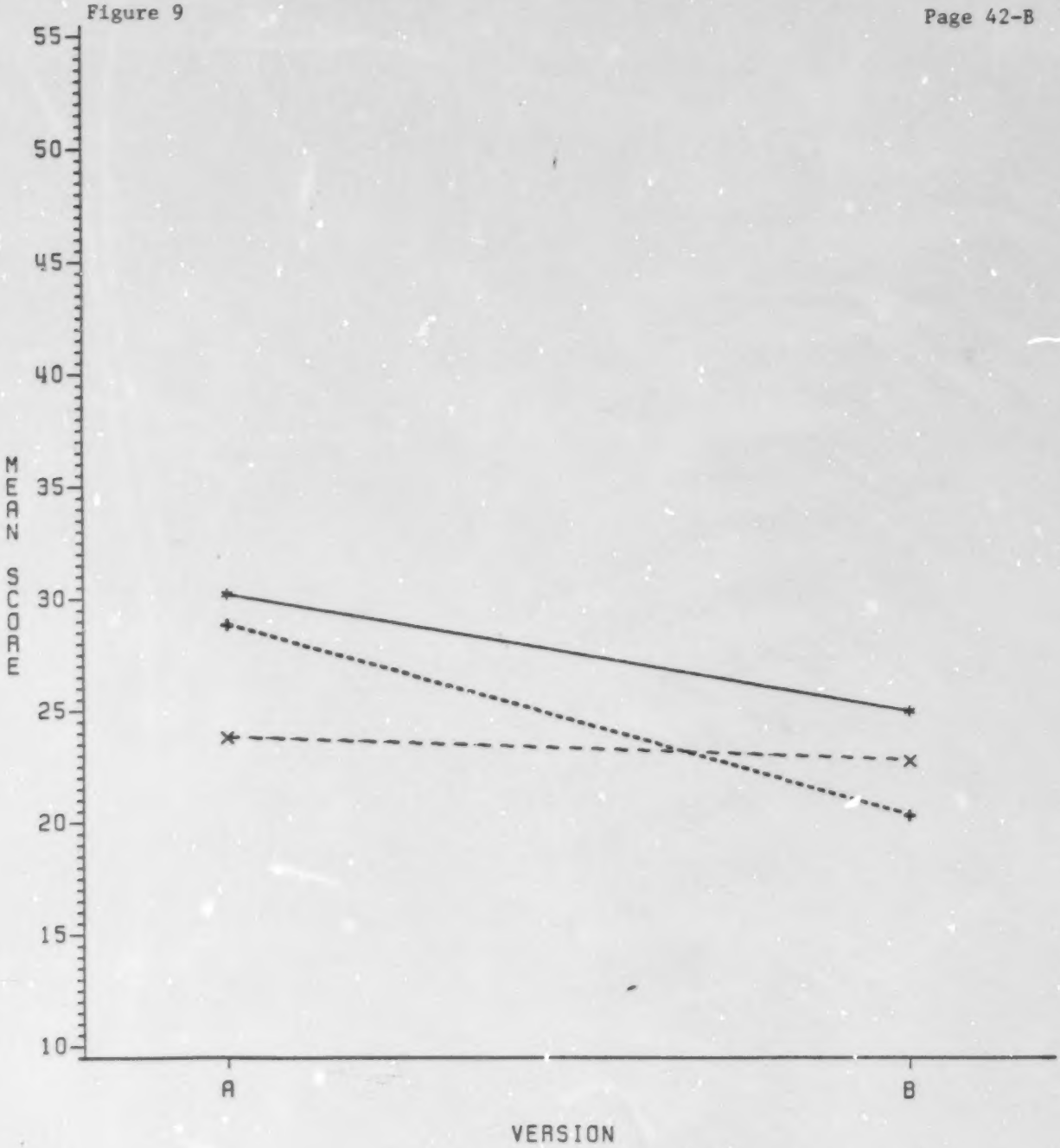


TEACHERS (•)
TRAINED PARENTS (X)
UNTRAINED PARENTS (+)

VERSION A: SUCCESSFUL STORY OUTCOME
VERSION B: UNSUCCESSFUL STORY OUTCOME

CONFERENCE IMPROVEMENT
EXTERNAL–FUTURE IMPROVEMENT SCALE

Figure 9



TEACHERS (•)
TRAINED PARENTS (X)
UNTRAINED PARENTS (+)

VERSION A: SUCCESSFUL STORY OUTCOME
VERSION B: UNSUCCESSFUL STORY OUTCOME

results may also be related to teachers' earlier rating of both outcomes as more successful than either group of parent subject's rating. A slight interactional effect occurs on both scales. Untrained parents are more likely to agree with teacher improvement, and external improvement on the unsuccessful version, whereas trained parents tend to agree equally with improvement statements regardless of story outcome. Again the results are difficult to explain.

H_6: There will be no significant differences by respondent group or level of success in perceptions of:

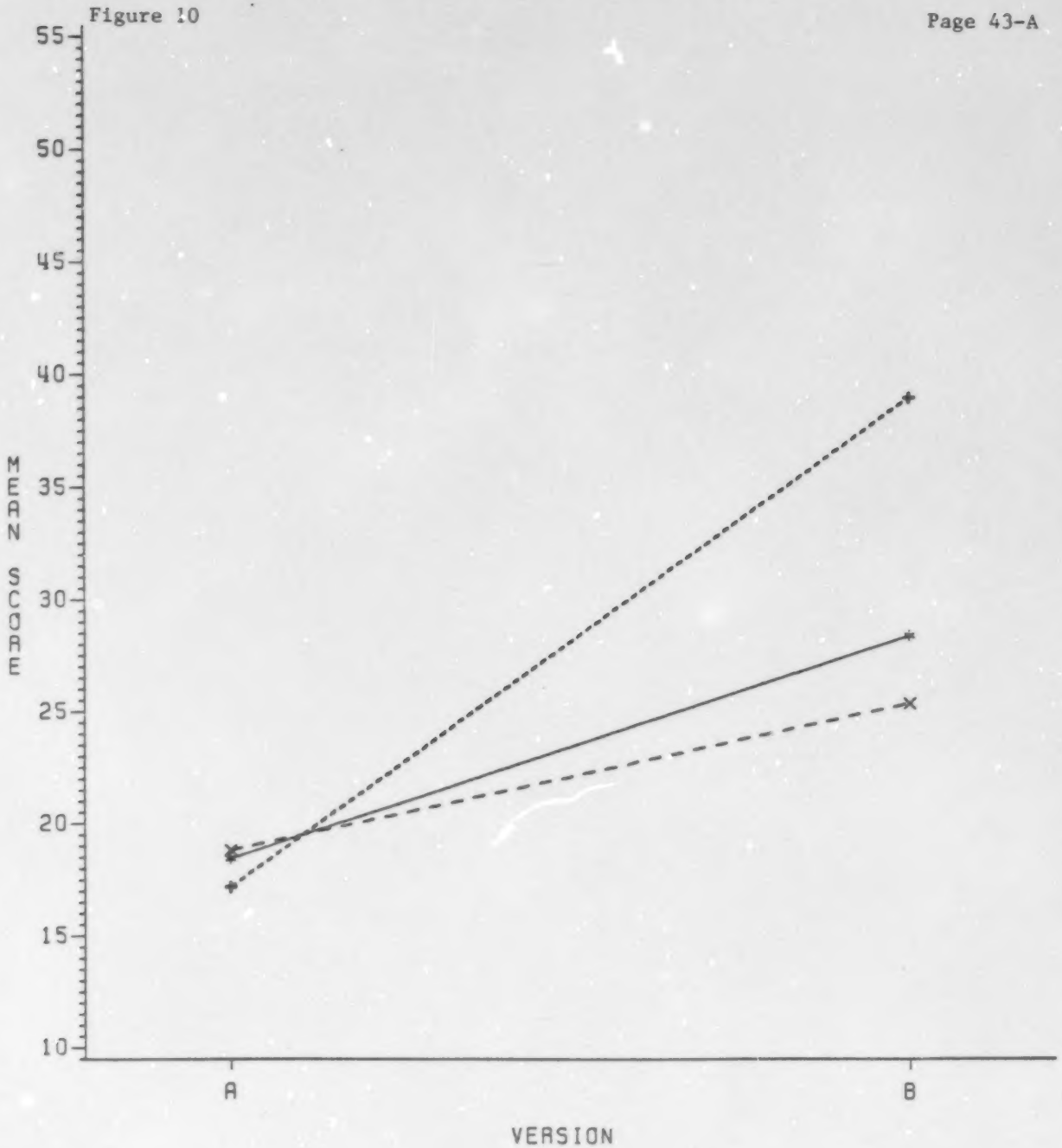
a. story parent's behavior on three dimensions of the semantic differential (appendix H, Part I, Section B)

b. story professionals behavior on three dimensions of the semantic differential (appendix H, Part I, Section A)

The semantic differential (S.D.) scales were divided into three subscales, an evaluative, a potency, and an activity subscale for purposes of this analysis. H_6a was retained. No significant differences were found by group or version on the parent S.D. subscales. H_6b was rejected, however, since significant differences were found on two teacher S.D. subscales, Evaluation ($F = 8.14, p < .0000$) and Activity ($F = 2.94$, $p < .016$). Post-hoc analysis (Scheffé $p < .10$) demonstrates significant differences for the Teacher Evaluation Subscale only. Figure 10 demonstrates mean differences by group and version. All items were recoded so that low $\overline{x}$ scores indicate positive evaluation and high scores indicate negative evaluation. The untrained parents/unsuccessful version have the highest mean score, and are significantly more negative than all groups in the successful situation. Teachers/unsuccessful version are

SEMANTIC DIFFERENTIAL EVALUATION: TEACHER BEHAVIOR

Figure 10



TEACHERS (•)
TRAINED PARENTS (X)
UNTRAINED PARENTS (+)

VERSION A: SUCCESSFUL STORY OUTCOME
VERSION B: UNSUCCESSFUL STORY OUTCOME

also significantly more negative on the evaluative dimension of the story teacher's behavior, than subjects receiving the successful version, except untrained parents/successful version.

H_7: There will be no significant relationship between the attribution scales, the future expectation scales, parent mental status/coping scale, the S.D. scales, and outcome improvement scales.

H_7 was rejected, as several significant correlations were found on the Pearson Product Moment Correlation Analyses. Tables 17, 18, 19 and 20 demonstrate significant and non-significant relationships between the various scales. Findings support the theoretical assumption that attributions for one's own behavior, and those of others lead to feelings about the behavior and expectations for future behavior.

As can be seen in Table 17, significant negative correlations exist between the Parent Outcome Attribution Subscale and Expectations for Mother's Future Behavior Subscale. The negative correlation is an expected finding. The Expectations for Mother's Future Behavior Subscale was recoded so that all statements were negative, and items on the Parent Outcome Subscale were all recoded positive, thus the direct negative correlation is in the expected direction. Similarly, the teacher subscales, outcome and teacher future behaviors, also demonstrate a significant positive relationship. The relationship is consistent with agreement between positive responsibility statements for outcome and positive future expectations.

The External Factors Outcome Scale is negatively correlated with Mother's Future Behavior Scale, an expected finding. A strong positive correlation exists with Expectations for Teacher's Future Behavior.

Table: 17 Correlation Matrix: Conference Attribution Subscales with Future Expectations Scales

Conference Outcome Attribution Subscales	Future Expectations Subscales: Expectations for Mother's Future Behavior	Future Expectations Subscales: Expectations for Teacher's Future Behavior
Internal Parent Subscale	$r = -.47$, $p < .000$	$r = .37$, $p < .000$
Internal Teacher Subscale	$r = -.57$, $p < .000$	$r = .67$, $p < .000$
External Factors Subscale	$r = -.667$, $p < .000$	$r = .70$, $p < .000$

Table: 18 Correlation Matrix: Conference Outcome Attribution Scales and Responsibility for Improvement Scales

	Improvement Subscales		
Attribution Scales	Mother Improvement	Teacher Improvement	External Improvement
Internal Parent Scale	r = - .52 p < .000	r = - .33 p < .000	r = - .219 p < .015
Internal Teacher Scale	n.s.	r = - .63 p < .000	r = - .37 p < .000
External Factors Scale	n.s.	r = - .59 p < .000	r = - 45 p < .000

44-B

Table: 19 Correlation Matrix: Conference Outcome Attribution Subscales with Parent Development Scale, Child Problem Scale

Conference Outcome Attribution Scales	Parent Coping/Development Subscale	Child Problem Attribution Scale
Internal Parent Subscale	r = .51 p < .000	r = .41 p < .000
Internal Teacher Subscale	n.s.	n.s.
External Factors Scale	n.s.	n.s.

Table: 20 Correlation Matrix: S.D. Subscales with Attribution Subscales

S.D. Subscales	Attribution Subscales		
	Internal Parent Outcome	Internal Teacher	External
Teacher Evaluation	r = .35 p < .000	r = .79 p < .000	r = .67 p < .000
Teacher Potency	n.s.	r = .37 p < .000	r = .35 p < .000
Teacher Activity	r = .25 p < .005	r = .52 p < .000	r = .42 p < .000
Parent Evaluation	r = .46 p < .000	r = .20 p < .01	n.s.
Parent Potency	r = .53 p < .000	r = .48 p < .000	r = .44 p < .000
Parent Activity	r = .62 p < .000	r = .36 p < .000	r = .32 p < .000

Generally, parent and teacher responses are directionally the same, but differed more in intensity of responses, i.e. parents and teachers alike disagreed that external factors played a role in the conference outcome, thus the high scores on this scale would be correlated with high scores on expectations for Teacher's future behavior.

The negative correlation between the Parent Outcome Scale and Mother Improvement Scale is an expected finding, as is the negative correlation between Teacher Outcome and Teacher Improvement Subscales. The Parent Outcome Scale is coded in positive direction thus agreement with that scale produces a low score. Agreement with parent improvement behavior would also produce a low score. Subjects having a low score on Parent Outcome Scale would be expected to disagree with Parent Improvement Scale, thus producing a high score on that scale. Thus, there would be a negative correlation between the Parent Outcome Scale and the Parent Improvement Scale.

The negative correlation between the External Factors Scale and the External Improvement Scale is explained by realizing that the External Outcome Scale is recoded positive, and the Improvement Scale indicates a need for improvement. Subjects generally agreed with positi e outcome statements, and thus would not be likely to agree with need for improvement.

Significant correlations are also found between the Parent Outcome Scale and the Parent Development Scale (Table 19). Both scales are recoded so that all statements are unidirectional and positive. The correlation indicates that subjects agreeing with positive parent outcome statements also agreed with positive statements on the Parent Development

scale. Congruency exists between subjects' responses to the two scales, thus accounting for the direct positive correlation.

Table 20 provides the correlation matrix between the S.D. scales and the Attribution scales. As can be seen significant correlations exist between all scales with the exception of the Teacher Evaluation S.D. and the Parent Attribution Scale, and between Parent Evaluaiton and the External Attribution Scale.

Results: IEP Conference Beliefs

A one-way analysis of variance between groups demonstrated that a significant difference existed between trained parents and untrained parents on only one item. Trained parents agreed significantly more with: "It is important to attend IEP conferences regularly" than did untrained parents ($F = 8.74$, $df = 1$, $p < .000$). The more positive response to this item by trained parents, is again consistent with previous results. Several factors could account for this difference. Trained parents may be generally more interested in their child's welfare, thus believe that the IEP conference is one way of assisting their child. Trained parents may feel more confident, knowledgeable, and skillful in the interactions required in the IEP conference. They may be more aware of the possibility of effecting change through negotiations, and thus view the IEP conference as an important medium for parent-teacher dialogue. It should be noted that all but five of the parent subjects reported that they attended their child's IEP conferences regularly.

Parent Information Source: Thirty-seven parents indicated that they had received information about their rights and their child's educational rights. The source of the information is unclear from the data acquired

in this study. Eighteen parents indicated they had received information through a parent-teacher association (n = 5), parent information center (n = 7), or a parents group meeting (n = 6). Twenty parents indicated another source but did not specify the nature of the source. Twenty parents, less than one-half indicated they had received information from their child's school. The information was given in a variety of forms, PTA (n = 5) from teachers (n = 5), fact sheet (n = 3), and pamphlet (n = 5).

Conference Attendance: Parents generally agreed that IEP conferences were important (97%), seventy-seven percent of parent subjects indicated that their conferences were usually successful, and forty-nine parents indicated they attended their child's conferences regularly. The results of this study must be considered in light of this factor. Parents who responded to the questionnaire may be different in major factors from parents who did not return the questionnaire and who do not attend conferences regularly. Of the five parents who stated they did not attend conferences regularly, lack of transportation and lack of child care were cited as reasons for non-attendance. Other factors have been cited by previous authors, [10, 11, 12], e.g. poor cooomunication on part of school, poor professional attitudes, and unavailability. The high attendance rate in this study may be a function of time, that is, the process is no longer new and better acceptance may have been gained.

Beliefs about Parents in IEP Conferences: The majority of parents believed parents functioned better in conferences if informed of their rights (n = 41, 76%) as did teacher subjects (65% n = 38). Seventy-six percent of parents and seventy percent of teachers also disagreed that knowledge of rights interfered with the parents' ability to cooperate

with the teacher or school. Twenty percent (n = 12) of teachers were uncertain about parents' ability to cooperate after getting information about their rights. These findings are consistent with information acquired during Stage I of the research project.

A number of significant differences between groups and by story outcome have been demonstrated and discussed in this section of the paper. The majority of differences occurred between parents who had received information about IEP conferences and parent subjects who had not received information about conferences. Generally, untrained parents were more negative in their responses than were trained parents, i.e., they rated the teacher significantly less positive than trained parents, did not view either story outcome as successful, and agreed more with negative future behaviors for the story parent and the teacher.

Summary, Implications and Recommendations

Summary

The design of this study was a 3 x 2 factorial between subjects design. The three levels of the first independent variable were 1) trained parent, 2) untrained parent, and 3) special education teachers. The two levels of the second variable were 1) successful conference outcome, and 2) unsuccessful conference outcome. Two-way anova was used as the primary mode of statistical analysis. The Scheffé's post-hoc test was used to identify significant differences by group. Attribution theory was used to shape the study and to identify the major variables.

A stimulus story about an IEP conference was developed from information gathered in interviews with 10 parents of handicapped children, ages 5-15 years, and 10 special education teachers, who were teaching in special education programs for mentally retarded and or severely behaviorally disturbed children, ages 5-15 years. Scales and open-ended response items were also developed from the interview data. The scales were pilot-tested for reliability and validity. Cronbach Alpha and Pearson Product Moment were used to test internal reliability and test-retest reliability. Alpha coefficient scores ranged from r = .699 to .930, and were above the minimum standard of r = .62 which was established for this study. The independent variables for this study are listed in Table 3 which also demonstrates the corresponding measurement device.

One-hundred twelve subjects (parent n = 54, teacher n = 58) participated in the data collection phase (Stage III). Forty-one parents had prior information about P.L. 94-142, their rights as parents, and their child's educational rights. Thirteen parents reported no prior information. Children of parents ranged in age from 5-19 years, and were in mental retardation (M.R.) or severe behavioral disturbances (S.B.D.) classes. Teachers were special education teachers teaching in programs for M.R. or S.B.D. children ages 5 to 15 years in three large school districts in the midwest.

Significant differences between groups and by story version were found on several scales. Untrained parents (parents who had not received information about P.L. 94-142) were less likely to rate either story outcome as successful, than were trained parents. This finding did not reach statistical significance. Untrained parents were signicantly less likely to agree with positive future behaviors for the story parent or story teacher, than teachers or trained parents. Teachers were least likely to agree that the conference outcome could be improved by changes in parent, teacher or external factors. This finding may be a result of their viewing both conference outcomes as more positive than either trained or untrained parents. One last finding is that trained parents agreed significantly more than untrained parents that it was important to attend IEP conferences regularly. Untrained parents were significantly less positive about the story teacher's behavior (S.D. scale) on the unsuccessful outcome than teachers or trained parents. They do not vary significantly on the successful version from teacher or trained parents. Trained parents are more likely, (but not significantly) to

rate the story teacher's behavior positively than are teachers or untrained parents on the unsuccessful story outcome. No significant differences were found by group or version on the parent S.D. scales.

Generally, untrained parents were more negative in their responses and evaluations, i.e., did not rate either conference outcome as successful, more likely to agree to negative future behaviors for the parent and teacher, and more likely to evaluate the teacher unfavorably, especially on the unsuccessful conference outcome.

The results of this study suggest that providing parents with information about their rights is conducive to fostering more positive attitudes, and cooperative behavior. Trained parents may be more demanding of their child's rights, but results indicate they will be more cooperative in negotiating for them.

Implications for Practice

The results of this study suggest several implications for the care of and for interactions with parents of developmentally disabled children. They are presented in this section of the report.

Parents of handicapped children must interface with a large number of professionals, health care providers, teachers, and community service workers, often throughout their own lifetime or that of their child. The outcome of the conference, perceived success or non-success, was found to repeatedly produce significant differences in perceptions of the situation with untrained parents being less positive. A great deal of effort needs to be employed in interactions with parents from the earliest stages of their life as a parent of a disabled child in order that parents perceive the interaction as positive and helpful to them

and their child. Untrained parents were significantly less likely to agree to positive future behavior for the parent or teacher. This response suggests that as a group they may be prone to withdrawal, and expectations that they must be demanding and uncooperative in order to achieve their goals in future experiences. A pattern may be established early through interactions with health care services, or early interactions with the school system, where they feel devalued, powerless, or insignificant. Efforts need to be geared toward helping parents to feel responsible and valued in the care of their children.

The more positive outlook of trained parents vs. untrained parents as displayed by study results, suggests a need to inform parents very early of their rights as parents, and their children's rights for educational opportunities. Health care professionals often provide the first interactions of parents with professionals. Professional health care providers need to act as advocates for parents outside the health care system, as well as within the system. One way of advocating for parents of handicapped children, is to provide them with knowledge and skills which can be useful for them in working with a variety of systems. Information about P.L. 94-142, and other laws, rules, and policies affecting their care and treatment may prove helpful in avoiding or mediating conflict which may arise as parents confront the school system. The increased knowledge and skills can be helpful in promoting positive relations for a number of reasons. Parents may feel on a more equal footing with teachers and other providers of care, thus encouraging dialogue and mutual problem-solving. They may also feel increased confidence and self-esteem, and thus more in control of the situation.

Knowledge of the law and their rights may help parents to experience their world as more coherent and manageable thus encouraging them to become more involved in decisions affecting their child. Perceptions of successful outcomes can be expected to encourage on-going parental involvement. The results of this study indicate that parents who tend to identify the parent-teacher interaction as successful, have more positive expectations for their own behavior and that of the other (teacher), and evaluate the other (teacher) more positively than do untrained parents.

The participation rate of parents in this study is very low, but similar to other studies. The poor return rate by parent subjects may be a result of feelings of powerlessness and lack of control Fewer (n.s.) unsuccessful story outcomes were returned (compared with positive outcomes) and a very small number of untrained parents (n = 13) actually participated in this study. The results may be influenced by the enhancement of feelings of powerlessness, by the unsuccessful outcome, thus resulting in a poorer return rate of unsuccessful outcomes.

Actor-observer attribution theory appears to be a useful model for testing parent-reacher-school interactional problems and for instrument development. Further testing of the model with similar populations and with the instruments developed and used in this study are necessary before definite conclusions can be drawn.

One hypothesis of the actor-observer attribution theory is supported in part by the study findings, i.e., actors are more likely to attribute their own behavior to situational factors, whereas, observers are more likely to attribute an actor's behavior to internal factors. No differences were found on the number or kinds of open-ended attribution

statements produced by teachers or parents. Trained parents did agree more strongly with parent responsibility statements in the successful version than did untrained parents, but less so than teachers. In the unsuccessful version (failure) trained parents agreed significantly less with parent responsibility statements (positive) than teachers (unsuccessful version) and parents on the successful version. Previous research has indicated that women have a tendency to assume responsibility for failure situations. Both parent groups agreed less with positive parent responsibility statements (than teachers) in the failure situation. This may be an indication that parents believed that the parent was more implicated in the failure situation. Teachers agreed more with positive parent statements in both story versions than either parent group. Trained parents were more likely to agree (n.s.) to positive teacher statements in either version, than were teachers. Untrained parents were least likely to agree to positive statements in eigher outcome. The assumption that antecedent variables influence the kinds of attributions made by people, appears to be supported by the study results.

The assumption that attributions influence expectations for future behavior also appears to be supported by study findings. Untrained parents agree less with positive parent or teacher statements in either outcome than trained parents, or teachers. Untrained parents also agree less with positive future behaviors for the story parent and teacher. Information acquired by trained parent subjects may help to mediate their responses. They may assume more responsibility for the outcome of the interaction. They may acquire skills and a willingness to continue to negotiate in future interactions through the training.

Recommendations for Future Research

1. More research is needed with larger, but similar groups of subjects to further test the usefulness of attribution theory in exploring parent-professional relationships.
2. Research is needed which specifically evaluates the benefits of parent education regarding their rights and responsibilities as parents of a handicapped child. Answers to the following questions should be sought:
    a. What, if any, behavioral changes take place in parents after acquiring information about their rights and their child's rights?
    b. How are the behavior changes seen in parents perceived by the school system?
    c. When is the optimum time to introduce information?
    d. What teaching methods facilitate optimum informational acquisition?
3. Research is needed which compares results of open-ended interviews vs. structured scales in producing differences between groups.
4. Research is also needed which investigates the concepts of powerlessness and control as it relates to parent participation in decisions related to their child's care, e.g. Do parents who acquire information about their rights feel more powerful and in control? and Is lack of participation in IEP conferences related to feelings of powerlessness, and lack of control?
5. Methods of encouraging participation of parents in research who have little or no training, of lower socio-economic status, and who do not

participate regularly in IEP conferences need to be sought, so that results can be generalized to a broader population.

6. Similar studies need to be conducted with parents of children who are learning disabled, and teachers who teach learning disabled children.
7. Research which more clearly examines parents' perception of the role of school administration also needs to be conducted.

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APPENDIX A

Period of Time to Complete Study:

The study began on June 1, 1983 and was completed on July 31, 1984. The grid below demonstrates the time factor for the various phases of the projects.

Milestone Chart

Months from Start Date

	J	J	A	S	O	N	D	J	F	M	A	M	J	J
Meet with Consultants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stage I														
Preparation for Data Collection														
Hire Typist	X													
Train Typist	X	X												
Data Collection and Analysis		X	X											
Stage II														
Revise Instruments				X										
Pilot test Instruments					X	X								
Hire Research Assistant				X	X									
Analyze Results of Pilot test					X	X	X							
Revise Instruments as needed							X	X						
Stage III														
Data Collection								X	X					
Hire Independent Raters and Train							X	X						
Data Analysis									X	X	X			
Stage IV														
Analyze Results											X	X	X	
Write Final Reports													X	X
Mail Results														X

APPENDIX B

UNIVERSITY OF CINCINNATI MEDICAL CENTER

COMMITTEE ON HUMAN RESEARCH

Notification Form

PRINCIPAL INVESTIGATOR: Nancy D. Opie, D.N.S., R.N.

CO-INVESTIGATOR(S): _____

TITLE: #83-4-21-1--"A Comparison of Parents' vs Special Educators' Perceptions of IEP Conference Outcomes"

XXX APPROVED

DISAPPROVED

DATE: June 22, 1983

COMMENTS:

1. If the study involves a drug, you must complete the Pharmacy Committee Drug Information Sheet (available at the In-Patient Pharmacy, (CGH).
2. You are required to immediately report any adverse reactions or complications of the project to the Committee on Human Research (872-4836).
3. An annual progess report form must be filed with the Committee.
4. There may be no change or addition to the project, or changes of the investigators involved, without prior approval of the Committee.
5. If this protocol has not been initiated within two years of this day, you will be required to resubmit the protocol for reconsideration by the Committee on Human Research.
6. Notification of approval by the Committee on Human Research does not necessarily indicate approval by any other Committee of the Medical Center, e.g., G.C.R.C., Radiation Safety Committee, etc.

Eugene D. Gaudin

Chairperson. Committee on Human Research

APPENDIX C

University of Cincinnati
Cincinnati, Ohio 45219

COLLEGE OF NURSING AND HEALTH
WILLIAM COOPER PROCTER HALL

June 10, 1983

Dear Parent:

My name is Nancy Opie. I am a member of the faculty of the College of Nursing and Health, University of Cincinnati. I am interested in finding out about parents' thoughts and feelings about IEP Conferences. The information will be helpful in working with future groups of parents. The Hamilton County Board of Mental Retardation has agreed to mail this letter for me. I have not been given your name.

I have received a grant from the Office of Special Education, U.S. Department of Education, to study parents' feelings about IEP Conferences. In order to do this study I need parents' who are willing to fill out a questionnaire or who are willing to answer questions in an interview. This study will be done during the Summer and Fall, 1983, and during Winter, 1984. Interviews will take approximately one hour. It will take about 45 minutes to complete the questionnaire.

If you think you would be willing to fill out a questionnaire, or be interviewed, please put your name, address, and phone number on the enclosed postcard and put it in the mailbox.

Your answers to the questionnaire or interview will be kept confidential. All results will be reported as group data. Your name will not be used in any way other than to mail you the questionnaire. You may withdraw from the study at any time.

Your participation in this study will not affect your child's educational program or placement.

If you have any questions about the study please call me at one of these numbers:

Nancy Opie: 872-5540
872-5513 (leave message)
793-6137

Please return the postcard to me by July 8, 1983, or as soon after that as possible.

Sincerely,

Nancy Opie

Nancy Opie, D.N.S., R.N.

NO:bh

University of Cincinnati

Cincinnati, Ohio 45219

COLLEGE OF NURSING AND HEALTH
WILLIAM COOPER PROCTER HALL

June 10, 1983

Dear Teacher:

My name is Nancy Opie. I am a member of the faculty of the College of Nursing and Health, University of Cincinnati. I am interested in finding out about teachers' thoughts and feelings about IEP Conferences. The Hamilton County Board of MR/DD has agreed to mail this letter for me. I have not been given your name.

I have received a grant from the Office of Special Education, U.S. Department of Education, to study teachers' feelings about IEP Conferences. In order to do this study I need teachers who are willing to fill out a questionnaire or who are willing to answer questions in an interview. This study will be done during the Summer and Fall, 1983, and during Winter, 1984. Interviews will take approximately one hour. It will take about 45 minutes to complete the questionnaire.

If you think you would be willing to fill out a questionnaire, or be interviewed, please put your name, address, and phone number on the enclosed postcard and put it in the mailbox.

Your answers to the questionnaire or interview will be kept confidential. All results will be reported as group data. Your name will not be used in any way other than to mail you the questionnaire. You may withdraw from the study at any time.

Your participation in this study will not affect your school situation.

If you have any questions about the study please call me at one of these numbers:

Nancy Opie: 872-5540
872-5513 (leave message)
793-6137

Please return the postcard to me by July 8, 1983, or as soon after that as possible.

Sincerely,

Nancy Opie

Nancy Opie, D.N.S., R.N.

NO:bh

I am interested in participating in your study.

Name _____

Address _____

_____ Zip Code _____

Telephone _____

Nancy D. Opie, D.N.S., R.N.
Associate Professor
Mail Location #83
College of Nursing and Health
University of Cincinnati
Cincinnati, Ohio 45221

APPENDIX D

Stage I

Interview Schedule - Parent

1. Tell me about your most recent IEP Conference for your child. What was it like?

2. Who was there? Where did it take place? What roles did they play?

3. How did you feel about the outcome of the conference? Were you satisfied with the decisions and outcome?

4. Would you say it was a successful or unsuccessful conference? On a scale of 1 to 9 how successful/unsuccessful would you say it was?

very unsuccessful									very successful
	1	2	3	4	5	6	7	8	9

5. Who or what do you think helped to make this a successful/unsuccessful conference?

6. How did this conference compare with other conferences you have been to for your child? Was it typical of others?

7. How do you think the next conference will go for you?

8. What would have helped to make the conference successful (or more successful)?

9. Would it have helped if your husband (wife) (other) was there?

10. Is there anything you think you should have done differently that would have improved the outcome?

11. Is there anything that others (teacher) could/should have done differently?

12. Is there any answer that you want to give me that I was not smart enough to ask for?

13. Have you attended a meeting about PL 92-142 and your rights?

14. Are the conferences important? Should you have to go?

Background Information

Age _____ Race _____

Sex _____ Number of Children _____

Marital Status _____

Years completed in school _____

Approximate Income _____

Briefly describe your child's problem _____

_____

Child's Age _____

What kind of educational program is you child in?

_____

_____

_____

Thank you very much for participating in my study!

Stage I

Interview Schedule - Teachers

1. Tell me about 2 recent IEP Conferences which you have had. Describe one which you thought was successful, and one which you thought was unsuccessful.

2. Who was present? Where did it take place?

3. How did you feel about the outcome of the first? (successful)
   How did you feel about the outcome of the second? (unsuccessful)

   Using this 9 point scale how would you rate the 1st one in terms of success?

very unsuccessful	1	2	3	4	5	6	7	8	9	very successful

   Using the same scale how would you rate the 2nd conference?

very unsuccessful	1	2	3	4	5	6	7	8	9	very successful

4. What do you think contributed to the outcome/success of the first?
   -lack of success in the 2nd?
   -people, location, organization?

   Did any one person really contribute to its success?

5. How do you think the next conferences for those two children will go?

   For unsuccessful conference -

6. What would have helped to make the unsuccessful conference more successful?

7. Is there anything you think could or should have been done differently?

8. Does it make a difference if one or both parents are there? If you had a choice, which parent would you prefer to work with?

9. Would it make a difference if you were the only school person (+parent) at the conference?

10. Were the conferences you described typical of most conferences in which you participated?

11. How important do you think IEP conferences are?

12. Should you have to have them?

13. Does it make a difference if parent is informed of their rights?
    Better? Worse?

Background - Information - Teacher

Age _____ Race _____

Sex _____

Marital Status _____

Are you a parent? Yes _____ No _____

Are you a parent of a handicapped child? Yes _____ No _____

Educational Preparation

Degree _____

Number of years teaching in Special Education _____

Number of years participating in IEP Conferences _____

In what program are you teaching _____

Approximate Income _____

APPENDIX E

Informed Consent Form

Perceptions of Successful/Unsuccessful IEP Meetings

Principle Investigator: Nancy D. Opie, D.N.S., R.N.

Before agreeing to participate in this study, it is important that the following explanation of the proposed procedures be read and understood. It describes the purpose, procedures, benefits, risks and discomforts, and precautions of the study. It also describes alternative procedures available and the right to withdraw from the study at any time. It is important to understand that no guarantee or assurance can be made as to the results. It is also understood that refusal to participate in this study will not influence standard treatment for the subject.

1. Objectives of the Study

I _____, agree to participate in a research study, the purpose of which is to Investigate Teachers' Perceptions of Individual Education Plan (IEP) Conferences. The objectives of the study are:

a. to find out what teachers think are the causes of successful and unsuccessful IEP conferences.
b. to find out what teachers think would help make IEP conferences turn out successfully.

We are interested in finding out what you think and feel about IEP meetings. We want to learn about your experience as a teacher on an IEP meeting, so we can make use of your experience when working with other teachers.

2. Procedure

There will be one interview which will last about 1 hour. The interview will be tape recorded and later typed onto a sheet of paper. The tape will be destroyed at the end of the study period. The interview is the best method to find out how people think and feel about things.

3. Risk

There is nothing harmful about the interview. Sometimes people feel some discomfort in talking about personal matters. You may end the interview at any time.

4. Confidentiality

Your answers will be kept confidential. Only members of the research team will have access to the tape recording and pieces of paper with the interviewer's notes. Results of this study will be presented so that there is no identifying information of individuals. The tape recording of your interview will be destroyed at the end of the study period.

Informed Consent Form (Contd.)

5. Availability of Information

Any questions that I may have about this study will be answered by:
Nancy Opie: 872-5513 or 872-5540

6. Compensation

The University of Cincinnati Medical Center follows a policy of making all decisions concerning compensation and medical treatment for injuries occurring during or caused by participation in biomedical or behavioral research on an individual basis. If I believe I have been injured as a result of research, I will contact:
Nancy Opie, 872-5513 or 872-5540

7. The Right to Withdraw

I am free to withdraw from this study (interview) at any time. Should I wish to withdraw, I have been assured that withdrawal will not affect my teaching situation. There are no consequences should I withdraw from this study.

8. Witnessing and Signatures

Subject _____
Date

Investigator _____
Date

Witness _____
Date

NO:rc
8/28/83

APPENDIX F

CONSENT FORM

PERCEPTIONS OF IEP CONFERENCES

Research Investigator: Nancy D. Opie, D.N.S., R.N.

Recently you sent me your name and address telling me that you are interested in taking part in a study to find out how teachers and parents think and feel about parent-teacher conferences.

A. The objectives of this study are as follows:

1. To find out how teachers and parents think and feel about parent-teacher conferences.

2. To find out how teachers and parents think the parent-teacher conferences can be improved.

The information gained in this study will be used to help improve parent-teacher-school relationships.

B. You will receive two questionnaires:

1. One with this letter;

2. Another very similar questionnaire will be mailed to you in two weeks.

3. Each questionnaire will require about 45 minutes to answer.

4. A stamped, addressed envelope will be sent with each questionnaire for returning it to me.

C. There are no risks in this study. Your child's educational program or school placement will not be affected by participation or withdrawal from the study. Your name will not be used in any way. All answers will be kept confidential. You may call me if you have any questions: Nancy Opie: 872-5540. You may withdraw from the study at any time.

PLEASE RETURN BY NOVEMBER 24, 1983

Cut off this portion and return under separate cover or with the questionnaire (Optional)

I agree to participate in a study of Parents' and Teachers' Perceptions of IEP Conferences

D. Agreement to Participate (Optional)

_____ _____

Subject Date

APPENDIX G

Research Booklet

IEP Conference Outcome

Study

Nancy D. Opie, D.N.S., R.N.
Principal Investigator

Alice Tse, B.S.N., R.N.
Research Assistant

There are 4 parts in this booklet. First there is a story about a parent-teacher conference. The names have been changed to maintain confidentiality. The conference was held in a public school. Only a part of the conference is described in the story so you can give your full attention to the behavior of the teacher and parent. Please answer the questions on only the information in the story.

After you have read the story, answer each part of the test. There are instructions for each part of the questionnaire.

When you have answered all of the items, place the booklet in the stamped, addressed envelope and place it in the mail.

Story A - Successful Outcome

Mrs. Smith arrived at school for the parent-teacher conference for her ten year old son, Johnny, who is mentally retarded, and shows some behavior problems. After greeting Mrs. Smith, Ms. Jones, Johnny's teacher, asked Mrs. Smith to sit at a round table at one side of the classroom. The school designee was seated at the table, and introduced herself as Ms. Kay.

Ms. Jones brought some papers, a folder and a booklet from her desk, and sat at the table with Mrs. Smith and Ms. Kay. Ms. Jones said, "Johnny's gym teacher and speech teacher will try to stop by, but everyone has conferences scheduled for today and tomorrow so it's quite hectic for them." Ms. Jones said, "I'll start by telling you about Johnny; if you have any questions or something to add, please feel free to stop me at any time."

Johnny's mother said, "I'm so glad Johnny is going to be in your room again. He made so much progress last year. He really liked coming to school, so I'm glad he's going to be with you again this year."

Ms. Jones said, "I have been observing Johnny for 5 weeks, trying to determine where he is and what goals most need to be stressed this year. I think communication, getting along with other children and self-help skills are the most important things for me to work on with Johnny. He is one of the best helpers I have," said Ms. Jones, "he is really good at cleaning up. I'll bet he's a big help to you at home, too!"
Ms. Jones continued, "Johnny likes to draw, I have some of his pictures here on the bulletin board. I think this one is especially good, and he prints his name very well." She showed Mrs. Smith some of Johnny's

papers. Mrs. Smith nodded in agreement.

Ms. Jones said, Johnny seems to do best when he's working on a task by himself. When he has to do things with other children, he tends to start fights. He hits, or pokes the other children on the playground, and in the room when I have him working with someone else. The first few weeks of school he got into a fight almost every day. I wrote them in Johnny's log, to help me keep track of how often he was getting into fights," Ms. Jones said. "He's a little better now, my goal for him is to reduce the number of fights to one each week by Christmas vacation, and to one a month by the end of the school year." Ms. Jones added, "At the same time I'll be working with Johnny to help him express his anger in words." Ms. Jones then said, "What do you think about what I've said so far, Mrs. Smith? Do you have any questions?"

Mrs. Smith answered, "No, I agree with you so far. I think communication and getting along are the most important. I think, though, he gets in fights because the kids tease him. If he could talk better, I think he wouldn't get teased and he wouldn't start fights. He's really a good kid at home, you're right, he really is a big help! He just loves to empty the garbage cans. I never have to worry about them! I really hope you'll be able to help him with his speech. I think he made good progress last year with you and the speech teacher," Ms. Smith said.

Ms. Jones went on to say, "you are right about the fights. Sometimes he is provoked. I'm glad you mentioned that. Improving his ability to communicate should help. Let's talk about that goal now." Ms. Jones said, "Ms. Wood, Johnny's speech teacher, and I discussed Johnny's speech evaluations. We think he should have speech twice a week. He'll be in a

small group of 4 or 5 children for 20 minutes. First, we will concentrate on getting Johnny to speak more slowly. By Christmas vacation, we expect Johnny to repeat sentences slowly, saying each word clearly 4 out of 5 times. After that, we'll work on specific letters and sounds. Here is the list of words we'll expect Johnny to be able to say by the end of the year," she said as she handed Mrs. Smith a copy of the words. "What do you think about this, Mrs. Smith?"

Mrs. Smith said, "I really don't think 2 times a week is enough. I agree that Johnny talks too fast. That's part of the problem. Dr. Lewis at the Speech Center evaluated Johnny at the end of last year. He said Johnny needed intense therapy. Twice a week in a group doesn't sound like it's enough. I think he should be in Speech every day, and be given some individual help." Mrs. Smith added, "He has such a hard time getting along with other kids."

Ms. Kay, the school designee asked, "Have you seen Dr. Lewis's evaluation? How does it compare to the school evaluation?"

Ms. Jones said, "Yes, I did see it. He found the same problems that we did. Based on those reports, we can change this goal to have Johnny get one individual therapy session, along with the two group sessions each week. Do you agree Ms. Kay?"

"I think that it is a good idea," responded Ms. Kay, "We'll need to confirm this with Ms. Wood, but I'm sure she will agree."

Ms. Jones said, "How does that sound to you, Mrs. Smith?"

Mrs. Smith said, "That's going to be more helpful to Johnny. I think he'll make more progress with some time of his own. I'm glad you will make the changes."

Ms. Jones then said, "I just have one other goal I need to tell you about. We'll see what you think about it and make any necessary changes. Maybe the other teachers will come in before we finish."

Story B - Unsuccessful Outcome

Mrs. Smith arrived at school for the parent-teacher conference for her ten year old son, Johnny, who is mentally retarded, and shows some behavior problems. After greeting Mrs. Smith, Ms. Jones, Johnny's teacher, asked Mrs. Smith to sit at a round table at one side of the classroom. The school designee was seated at the table, and introduced herself as Ms. Kay.

Ms. Jones brought some papers, a folder and booklet from her desk, and sat at the table with Mrs. Smith and Ms. Kay. Ms. Jones said, "Johnny's speech teacher and his gym teacher aren't sure they can make it. It's hectic for them because everyone has conferences today and tomorrow." She paused, and then continued, "I have the goals and plans set up for Johnny for this year. Let me tell you about them and see what you think. Feel free to ask any questions or tell me what you think."

Johnny's mother said, "I'm so glad Johnny is going to be in your room again. He liked you so much, you're so pretty and sweet!"

Ms. Jones continued, "I have been observing Johnny for 5 weeks, trying to determine where he is and what goals most need to be stressed this year. I think communication, getting along with other children and self-help skills are the most important things for me to work on." He likes to draw. I have some of his pictures here on the bulletin board. He prints his name very well - some of his papers are also over on the board. Johnny seems to do best when he's working on a task by himself," continued Ms. Jones. "When he has to do things with other children, he starts fights. For example, he hits or pokes the other children on the

playground, and in the room when I have him working with someone else. The first few weeks of school he got into a fight almost every day. I wrote them in Johnny's log, so you know how often he was getting into fights." Ms. Jones added, "He hasn't gotten much better on that. It's something we really need to work on. My goal for him is to reduce the number of fights to one each week by Christmas vacation, and to one a month by the end of the school year. He needs to learn to express his anger in words." Ms. Jones then said, "What do you think about what I've said so far? Do you have any questions?"

Mrs. Smith said, "No, I agree with you so far. I think communication and getting along are the most important. He gets in fights because the kids tease him. If he could talk better, I think he wouldn't get teased and he wouldn't start faights. You know, he's really a good kid at home, and a big help, too. He just loves to empty the garbage cans, I never have to worry about them! I really hope you'll be able to help him with his speech," Mrs. Smith said.

Ms. Jones went on to say, "I'll cover that goal next. Ms. Wood, Johnny's speech teacher, and I talked about Johnny's speech evaluations. We think he should have speech twice a week. He'll be in a small group of 4 or 5 children for 20 minutes. First, we will concentrate on getting Johnny to speak more slowly. By Christmas vacation, we expect Johnny to repeat sentences slowly, saying each word clearly 4 out of 5 times. "After that, Ms. Jones said, we'll work on specific letters and sounds. Here is the list of words we'll expect Johnny to be able to say by the end of the year," she said as she handed Mrs. Smith a copy of the words. "What do you think about this, Mrs. Smith?"

Mrs. Smith said, "I really don't think 2 times a week is enough. I agree that Johnny talks too fast. That's part of the problem, That doctor at the Speech Center evaluated Johnny. He said Johnny needed more therapy. Twice a week doesn't sound like it's enough. He should be in Speech every day, and he should get some special help." Mrs. Smith said. "He has such a hard time getting along with other kids and talking to other people.

Ms. Kay, the school designee asked, "Have you seen the evaluation from the speech center? How does it compare to the school evaluation?"

Ms. Jones said, "Yes, I did see it. He found the same problems as we did. We are very short-staffed, but Ms. Wood can see Johnny twice a week. Don't worry, he'll get special attention in those sessions. I'll talk with Ms. Wood and my supervisor to see if he can have more. I'll let you know, is that okay, Mrs. Smith?"

Mrs. Smith said, "Well, I'm not sure. My husband and I were just talking about it. He said I should ask about private speech, but I don't know if we can afford it. I think he really needs it. If he got some special help, he would do better," she said.

Ms. Jones said, "I have just one other goal to talk to you about. We'll see what you think about it and make any necessary changes. Maybe the gym teacher and Ms. Wood will get here before we finish."

Part I: Behavior Rating Scales

There are two ratings scales in this section of the test. One for rating the parent's behavior (A) and one for rating the teacher's behavior (B) in the story.

Using the scale below, rate the two persons in the story you have just read on each of the items listed below.

Indicate your impression of the person by placing an "X" over a number between the two words which best describes your impression.

Example: The person impressed me as being:

Rich ___ ___ ___ ___ ___ ___ ___ Poor
1 2 3 4 5 6 7

In arriving at a judgment for this item you would first have to decide whether this client impressed you as being rich or poor. If you decided the client was rich, you would then have to decide which point best describes your impression. Consider "rich" as an impression that can be divided into three equal parts. An "X" placed over the number next to "rich" would indicate you thought the client was rich. The farther the "X" is placed toward the right side of the page, the less you feel rich describes your impression. An "X" placed over 4 indicates that neither word describes your impression of the client, or both poor and rich describe your impression.

If you decide the person was poor, you would place an "X" over the number closest to poor which you think best describes your impression. An "X" placed over 5 indicates you feel the word slightly describes your impression. An "X" placed over 7 indicates you believe the word poor describes your impression extremely well.

PLEASE RATE THE TEACHER'S BEHAVIOR IN THE STORY ON EACH OF THE ITEMS BELOW: PLACE AN "X" OVER ONLY ONE POINT ON EACH OF THE PAIRS.

ASSERTIVE____ ____ ____ ____ ____ ____ ____NONASSERTIVE
1 2 3 4 5 6 7

TENSE____ ____ ____ ____ ____ ____ ____RELAXED
1 2 3 4 5 5 5

ACTIVE____ ____ ____ ____ ____ ____ ____PASSIVE
1 2 3 4 5 6 7

FAST____ ____ ____ ____ ____ ____ ____SLOW
1 2 3 4 5 6 7

STUPID____ ____ ____ ____ ____ ____ ____INTELLIGENT
1 2 3 4 5 6 7

SHARP____ ____ ____ ____ ____ ____ ____DULL
1 2 3 4 5 6 7

WISE____ ____ ____ ____ ____ ____ ____FOOLISH
1 2 3 4 5 6 7

HONEST____ ____ ____ ____ ____ ____ ____DISHONEST
1 2 3 4 5 6 7

AWFUL____ ____ ____ ____ ____ ____ ____NICE
1 2 3 4 5 6 7

FAIR____ ____ ____ ____ ____ ____ ____UNFAIR
1 2 3 4 5 6 7

COOPERATIVE____ ____ ____ ____ ____ ____ ____UNCOOPERATIVE
1 2 3 4 5 6 7

PLEASANT____ ____ ____ ____ ____ ____ ____UNPLEASANT
1 2 3 4 5 6 7

ILL____ ____ ____ ____ ____ ____ ____HEALTHY
1 2 3 4 5 6 7

STRONG____ ____ ____ ____ ____ ____ ____WEAK
1 2 3 4 5 6 7

FEMININE____ ____ ____ ____ ____ ____ ____MASCULINE
1 2 3 4 5 6 7

EXCITABLE____ ____ ____ ____ ____ ____ ____CALM
1 2 3 4 5 6 7

LARGE____ ____ ____ ____ ____ ____ ____SMALL
1 2 3 4 5 6 7

BRAVE____ ____ ____ ____ ____ ____ ____COWARDLY
1 2 3 4 5 6 7

OPEN____ ____ ____ ____ ____ ____ ____ CLOSED
1 2 3 4 5 6 7

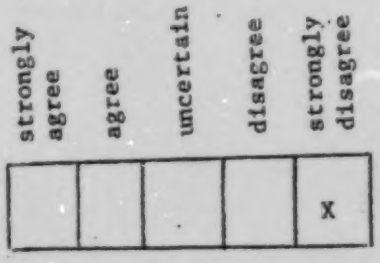
SMART____ ____ ____ ____ ____ ____ ____DUMB
1 2 3 4 5 6 7

B PLEASE RATE THE PARENT'S BEHAVIOR IN THE STORY ON EACH OF THE ITEMS BELOW: PLACE AN "X" OVER ONLY ONE POINT ON EACH OF THE PAIRS.

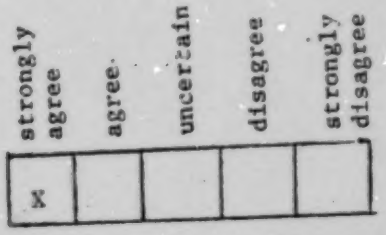
ASSERTIVE	___	___	___	___	___	___	___	NONASSERTIVE
	1	2	3	4	5	6	7	
FAST	___	___	___	___	___	___	___	SLOW
	1	2	3	4	5	6	7	
SHARP	___	___	___	___	___	___	___	DULL
	1	2	3	4	5	6	7	
ACTIVE	___	___	___	___	___	___	___	PASSIVE
	1	2	3	4	5	6	7	
WISE	___	___	___	___	___	___	___	FOOLISH
	1	2	3	4	5	6	7	
TENSE	___	___	___	___	___	___	___	RELAXED
	1	2	3	4	5	6	7	
AWFUL	___	___	___	___	___	___	___	NICE
	1	2	3	4	5	6	7	
HONEST	___	___	___	___	___	___	___	DISHONEST
	1	2	3	4	5	6	7	
FAIR	___	___	___	___	___	___	___	UNFAIR
	1	2	3	4	5	6	7	
STUPID	___	___	___	___	___	___	___	INTELLIGENT
	1	2	3	4	5	6	7	
COOPERATIVE	___	___	___	___	___	___	___	UNCOOPERATIVE
	1	2	3	4	5	6	7	
PLEASANT	___	___	___	___	___	___	___	UNPLEASANT
	1	2	3	4	5	6	7	
STRONG	___	___	___	___	___	___	___	WEAK
	1	2	3	4	5	6	7	
LARGE	___	___	___	___	___	___	___	SMALL
	1	2	3	4	5	6	7	
FEMININE	___	___	___	___	___	___	___	MASCULINE
	1	2	3	4	5	6	7	
BRAVE	___	___	___	___	___	___	___	COWARDLY
	1	2	3	4	5	6	7	
HEALTHY	___	___	___	___	___	___	___	ILL
	1	2	3	4	5	6	7	
EXCITABLE	___	___	___	___	___	___	___	CALM
	1	2	3	4	5	6	7	
CLOSED	___	___	___	___	___	___	___	OPEN
	1	2	3	4	5	6	7	
SMART								DUMB

PART II. The scale below is a scale to obtain your ideas about the story. After you have read the story, please respond to each item by placing an "X" in the box which best shows your ideas. If you strongly disagree, place an "X" in the box under strongly disagree.

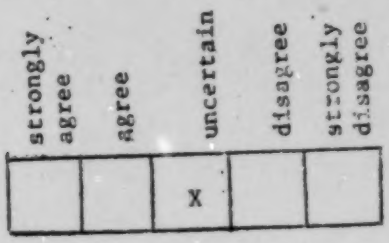
EXAMPLE I.



EXAMPLE II: If you strongly agree, place an "X" in the box under strongly agree.



EXAMPLE III: If you do not agree or disagree with a statement, place an "X" in the box under uncertain.



You may also use agree or disagree, if those words best describe how you think or feel about any item.

The Information About The Story:

A.	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. The content of this parent-teacher conference is believable.					
2. The outcome of this parent-teacher conference is successful.					
3. The outcome of this parent-teacher conference is unsuccessful.					
4. This story of a parent-teacher conference is familiar.					
5. This story of a parent-teacher conference is understandable (clear).					
6. This story of a parent-teacher conference is typical.					
7. The story parent's behavior is typical of parents with developmentally disabled children.					
8. The story teacher's behavior is typical of special education teachers.					

The Outcome of This Conference is Because:

B.	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Enough time was allowed for the conference.					
2. The school designee set a good tone in the conference.					
3. The school designee set a poor tone in the conference.					
4. The goals and plans were written before the meeting.					
5. Goals and plans were changed in the meeting.					

	Strongly Agree	Agree	Uncer-tain	Disagree	Strongly Disagree
6. The conference was held in the classroom.					
7. More teachers should have been at the meeting.					
8. The father was not at the conference.					
9. The child's school representative was not at the conference.					
10. The child is showing progress.					
11. The child is not showing progress.					
12. The child is easy to like.					
13. The child is difficult to plan for.					
14. The teacher respects the parent.					
15. Teacher is in too much of a hurry.					
16. The teacher provided new information.					
17. The teacher does not think conferences are important.					
18. The teacher is not interested in the child.					
19. The teacher listened to the parent.					
20. The teacher provided enough information.					
21. The teacher was willing to compromise.					
22. The teacher was holding good feelings toward the mother.					
23. The teacher was holding negative feelings toward the mother.					
24. The teacher likes the child.					
25. The teacher set unrealistic goals for the child.					
26. The teacher is not concerned enough about the child's problem.					
27. The teacher wanted to maintain control.					

	Strongly Agree	Agree	Uncer-tain	Disagree	Strongly Disagree
28. The parent's ability to communicate what the child needs.					
29. The parent's lack of ability to communicate what the child needs.					
30. The parent understands what her child needs.					
31. The parent isn't trying to understand the teacher.					
32. The parent does <u>not</u> understand what the child is capable of.					
33. The parent understands what the child is capable of.					
34. The Parent is happy with child's placement with this teacher.					
35. The parent is in too much of a hurry.					
36. The parent provided new information.					
37. The parent is assertive.					
38. The parent is passive.					
39. The parent has a positive attitude.					
40. The parent has a negative attitude.					
41. The parent is taking the conference seriously.					
42. The parent does not respect the teacher.					
43. The school administration is concerned that parents are treated fairly.					
44. School administration doesn't like parents.					
45. School administration is supportive of parents.					
46. School administration wants to save money.					
47. School administration doesn't think conferences are important.					

	Strongly Agree	Agree	Uncer-tain	Disagree	Strongly Disagree
48. School administration is afraid of parents.					
49. School administration spends money for needed services.					
50. School administration thinks conferences are important.					

51. If you think there are other reasons for the outcome of this conference, please list them here:

C. Parent Scale:

This scale is to obtain your ideas about the story parent's growth and development as a parent.	Strongly Agree	Agree	Uncer-tain	Disagree	Strongly Disagree
1. The parent has accepted the child's developmental delays.					
2. The parent is emotionally unstable.					
3. The parent loves the child.					
4. The parent is over-concerned about the child's speech.					
5. The parent is under-concerned about the child's speech.					
6. The parent's concern about the child's speech is normal.					
7. The parent in the story is healthy.					
8. The parent is depressed.					
9. The parent feels guilty about the child.					
10. The parent is realistic about the child's needs.					
11. The parent has not adjusted to the child being mentally retarded.					
12. The parent is in the denial stage.					

	Strongly Agree	Agree	Uncer-tain	Disagree	Strongly Disagree
13. The parent is overprotective of the child.					
14. The parent is angry about the child being mentally retarded.					
15. The parent is coping well with the conference.					

D. Expectation for future conferences:

This scale is to obtain your ideas about what you think might happen in <u>future</u> conferences and how <u>this</u> conference will end.	Strongly Agree	Agree	Uncer-tain	Disagree	Strongly Disagree
1. The speech and gym teacher will arrive before the end of the conference.					
2. The speech teacher will agree that Johnny can have an extra day of speech therapy.					
3. The speech teacher will agree that the school is under-staffed and cannot provide Johnny the extra day of speech therapy.					
4. The mother will be unhappy the rest of the year.					
5. The next conference with this mother will not go well.					
6. The next conference with this mother can be expected to go well.					
7. The next conference with this teacher will go well.					
8. The next conference with this teacher will not go well.					
9. The mother will be cooperative at the next conference.					
10. The mother will be difficult to work with in future conferences.					

	Strongly Agree	Agree	Uncer-tain	Disagree	Strongly Disagree
11. The parent will be worried about future parent-teacher conferences.					
12. The parent will be angry at parent-teacher conferences in the future.					

13. If you believe that there are other things which might happen because of this conference, please list below:

E. Conference Improvement Scale:

This scale is to obtain your ideas about how the story conference could have been improved.

The outcome of this conference could be improved by:	Strongly Agree	Agree	Uncer-tain	Disagree	Strongly Disagree
1. The parent being more assertive.					
2. The parent being better informed of her rights.					
3. The parent being more realistic about her child's needs.					
4. The parent being more understanding of what the school can offer.					
5. The parent giving more to the school.					
6. The parent being less protective of her child.					
7. The parent being more open.					
8. The parent being more understanding of the teacher.					
9. The parent being more cooperative.					
10. The teacher being more understanding of the child's needs.					
11. The teacher taking the conference seriously.					
12. The teacher being willing to compromise.					

	Strongly Agree	Agree	Uncer-tain	Disagree	Strongly Disagree
13. The teacher trying to help the parent to understand the child's needs.					
14. The teacher being more respectful of the parent.					
15. The father being at the conference.					
16. The school representative being at the conference.					
17. The conference being in another room.					
18. Only the parent and classroom teacher being at the conference.					
19. The speech teacher being at the conference.					
20. The gym teacher being at the conference.					
21. The goals and plans being written at the conference.					
22. Increasing the amount of time for the conference.					
23. The school being more willing to provide services that parents want.					
24. The school being less afaid of parents.					
25. The school being more willing to work with parents.					
26. The school being more accepting of parents.					
27. The school being more concerned about parents' rights.					
28. The child showing more progress.					
29. The child being more likable.					
30. The child being better behaved.					

31. If you think there are other ways this conference could be improved, please list them here:

PART III. Beliefs about parent-teacher conferences. -P

Parent

	Strongly Agree	Agree	Uncer-tain	Disagree	Strongly Disagree
1. IEP (Parent-teacher) conferences are important.					
2. My conferences with my child's teacher are usually successful.					
3. I attend my child's conferences regularly.					

4. I don't attend my child's conferences regularly because (check all that apply)

_____I don't have any way to get to the school.

_____I don't have anyone to care for my other child/children.

_____I work and the conference times are inconvenient for me.

_____The conferences are a waste of time.

5. Have you ever attended a meeting to find out about your rights and your child's rights in getting an education?_____yes_____no

If yes, please check the appropriate meeting place below.

_____P.T.A. (Parent-Teacher Association)

_____Parent Information Center

_____Parents' Group Meeting

_____Other (Please explain)

7. Has your school ever given you any information about your rights or your child's rights under the law?_____yes_____no_____uncertain

If yes, please check the appropriate space below:

_____Pamphlet (written information)

_____Fact sheet

_____Teacher informed me.

_____Other (please explain)

PART IV. Demographic Form - P

Age_____Sex: Female_____Male_____

Race: White_____Black_____Other_____

Marital status: Married___Single___Divorced___Widowed___Separated___

Approximate yearly income (combined if married) check one:

_____$ 9,999 or less

_____$10,000 - 14,999

_____$15,000 - 19,999

_____$20,000 - 29,999

_____$30,000 - 39,999

_____$40,000 - 49,999

_____$50,000 or more

How many years have you completed in school?

Check one:

_____8 years or less

_____completed high school

_____1 to 3 years of college

_____completed 4 years of college (Bachelors degree)

_____completed technical or trade school

_____completed more than 4 years of college (Masters degree)

How many children do you have?

Demographic Form - P

How old is your handicapped child? _____years. _____ months.

What sex is your child? _____male _____female

What type of program is your child in? (Check One)

_____D.H. (Developmentally Handicapped)

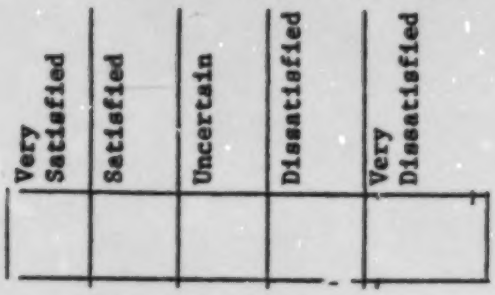
_____M.R. (Mentally Retarded)

_____S.B.H. (Severe Behavioral Handicapped)

_____(Multiple Handicapped)

_____Other (Breifly describe)

How satisfied are you with your child's present program?



Please make any comments about this study here:

Thank you very much for completing this questionnaire! Please return the Research Booklet to me in the stamped, addressed envelope, by November 4, 1983. If you would like a summary of the results of this study, send your name and address on a postcard, under separate cover to:

NANCY OPIE, DNS, RN
Associate Professor
College of Nursing and Health
3110 Vine Street
Cincinnati, Ohio 45221

PART III. BELIEFS ABOUT PARENT TEACHER CONFERENCES -T

	Strongly Agree	Agree	Uncer-tain	Disagree	Strongly Disagree
1. IEP Conferences are important.					
2. My conferences with parents are usually successful.					
3. Parents function best in IEP Conferences when they are informed of their legal rights/child's educational rights (P.L. 94-142)					
4. Giving parents information about their legal rights interferes with the parent's ability to work cooperatively with the teacher.					
5. Giving parents information about their legal rights interferes with the parents ability to work cooperatively with the school.					

PART IV. Demographics - T

Age:_____Sex: Female_____Male_____

Race: White_____Black_____Other_____

Marital Status: Single_____Married_____Divorced_____

Widowed_____Separated_____

Educational Preparation:

BS Ed. _____

BS Special Ed. ___

MS Ed. _____

MS Special Ed. ___

EdD _____

Other _____
Please specify.

Approximate yearly income (combined if married)

_____$ 9,999 or less

_____$10,000 - 14,999

_____$15,000 - 19,999

_____$20,000 - 29,999

_____$30,000 - 39,999

_____$40,000 - 49,999

_____$50,000 or more

Are you a parent? ___yes___no___

Are you a parent of a handicapped child? ___yes___no

Which type of program do you teach: Check one

D.H. _____

M.R. _____

S.B.H. _____

M.H. _____

Other _____
(Please specify)

How many years have you been teaching? _____years.

How many years have you been involved with IEP Conferences? _____years.

Thank you very much for completing this questionnaire. Please return the research booklet to me in the stamped, addressed envelope. Please return by November 4, 1983.

If you would like a summary of the results of this study, please send your name and address on a postcard, under separate cover to:

Nancy Opie, D.N.S., R.N.
Associate Professor
College of Nursing and Health
3110 Vine Street
Cincinnati, Ohio 45221

APPENDIX H

RESEARCH BOOKLET

IEP CONFERENCE OUTCOMES

Nancy D. Opie, DNS, RN
Principal Investigator

Alice M. Tse, BSN, RN
Research Assistant

There are 4 parts in this booklet. First there is a story about a parent-teacher conference. The names have been changed to maintain confidentiality. The conference is held in a public school. Only a part of the conference is described in the story so you can give your full attention to the behavior of the teacher and parent. Please answer the questions on only the information in the story.

After you have read the story, answer each part of the booklet. There are instructions for each part of the questionnaire.

When you have answered all of the items, place the booklet in the stamped, addressed envelope and place it in the mail.

Please return by Friday, March 2, 1984.

Thank you in advance for taking part in this study.

STORY A Successful Outcome 1A

Mrs. Smith arrived at school for the parent-teacher conference for her ten year old son, Johnny, who is mentally retarded and shows some behavior problems. After greeting Mrs. Smith, Ms. Jones (Johnny's teacher) asked Mrs. Smith to sit at a round table at one side of the classroom. The school designee was seated at the table, and introduced herself as Ms. Kay.

Ms. Jones brought some papers, a folder and a booklet from her desk. She sat at the table with Mrs. Smith and Ms. Kay. Ms. Jones said, "Johnny's gym teacher and speech teacher will try to stop by, but everyone has conferences scheduled for today and tomorrow so it's quite hectic for them." Ms. Jones then said, "I'll start by telling you about Johnny. If you have any questions or something to add, please feel free to stop me at any time."

Johnny's mother said, "I'm so glad Johnny is going to be in your room again. He made so much progress last year. He really liked coming to school, so I'm glad he's going to be with you again this year."

Mrs. Jones said, "I have been observing Johnny for 5 weeks, trying to determine where he is and what goals most need to be stressed this year. I think communication, getting along with other children and self-help skills are the most important things for me to work on with Johnny. He is one of the best helpers I have. He is really good at cleaning up. I'll bet he's a big help to you at home, too!" Ms. Jones continued, "Johnny likes to draw, I have some of his pictures here on the bulletin board. I think this one is especially good, and he prints his name very well." She showed Mrs. Smith some of Johnny's papers. Mrs. Smith nodded in agreement.

Ms. Jones said, "Johnny seems to do best when he's working on a task by himself. When he has to do things with other children, he tends to start fights. He hits, or pokes the other children on the playground, and in the room when I have him working with someone else. The first few weeks of school he got into a fight almost every day. I wrote them in Johnny's log, to help me keep track of how often he was getting into fights," Ms. Jones said. "He's a little better now, my goal for him is to reduce the number of fights to one each week by Christmas vacation, and to one a month by the end of the school year." Ms. Jones added, "At the same time I'll be working with Johnny to help him express his anger in words." Ms. Jones then said, "What do you think about what

I've said so far, Mrs. Smith? Do you have any questions?"

Mrs. Smith answered, "No, I agree with you so far. I think communication and getting along are the most important. I think, though, he gets in fights because the kids tease him. If he could talk better, I think he wouldn't get teased and he wouldn't start fights. He's really a good kid at home, you're right, he really is a big help! He just loves to empty the garbage cans. I never have to worry about them! I really hope you'll be able to help him with his speech. I think he made good progress last year with you and the speech teacher," Mrs. Smith said.

Ms. Jones went on to say, "You are right about the fights. Sometimes he is provoked. I'm glad you mentioned that. Improving his ability to communicate should help. Let's talk about that goal now." Ms. Jones said, "Ms. Wood, Johnny's speech teacher and I discussed Johnny's speech evaluations. We think he should have speech twice a week. He'll be in a small group of 4 or 5 children for 20 minutes. First, we will concentrate on getting Johnny to speak more slowly. By Christmas vacation, we expect Johnny to repeat sentences slowly, saying each word clearly 4 out of 5 times. After that, we'll work on specific letters and sounds. Here is the list of words we'll expect Johnny to be able to say by the end of the year," she said as she handed Mrs. Smith a copy of the words. "What do you think about this, Mrs. Smith?"

Mrs. Smith said, "I really don't think 2 times a week is enough. I agree that Johnny talks too fast. That's part of the problem. Dr. Lewis at the Speech Center evaluated Johnny at the end of last year. He said Johnny needed intense therapy. Twice a week in a group doesn't sound like it's enough. I think he should be in speech every day, and be given some individual help." Mrs. Smith added, "He has such a hard time getting along with other kids."

Ms. Kay, the school designee asked, "Have you seen Dr. Lewis's evaluation? How does it compare to the school evaluation?"

Ms. Jones said, "Yes, I did see it. He found the same problems that we did. Based on those reports, we can change this goal to have Johnny get one individual therapy session, along with the two group sessions each week. Do you agree Ms. Kay?"

"I think that is a good idea," responded Ms. Kay, "We'll need to confirm this with Ms. Wood, but I'm sure she will agree."

STORY A 3A

Just then, Ms. Wood walked into the room. "Hi, everyone! I'm sorry I'm late. It's been a hectic day."

Ms. Jones said, "We've been discussing Johnny's speech therapy. Mrs. Smith thinks Johnny needs some individual time. Do you think you can see him alone once a week?" Ms. Woods replied, "Of course, I think Johnny might do better with some extra help, too."

Mrs. Smith said, "That's going to be more helpful to Johnny. I think he'll make more progress with some time of his own. I'm glad you will make the changes."

Ms. Jones then said, "I just have one other goal I need to tell you about. We'll see what you think about it and make any necessary changes."

No.__ __ __ ____
(1-1,2,3) (1-5)

PART I

THERE ARE TWO RATING SCALES IN THIS SECTION OF THE TEST. ONE FOR RATING THE TEACHER'S BEHAVIOR, AND ONE FOR RATING THE PARENT'S BEHAVIOR IN THE STORY.

USING THE SCALE BELOW, RATE THE TWO PERSONS IN THE STORY YOU HAVE JUST READ ON EACH OF THE ITEMS LISTED BELOW.

INDICATE YOUR IMPRESSION OF THE PERSON BY PLACING AN "X" OVER A NUMBER BETWEEN THE TWO WORDS WHICH BEST DESCRIBES YOUR IMPRESSION.

EXAMPLE: THE PERSON IMPRESSED ME AS BEING:

RICH ___ ___ ___ ___ ___ ___ ___ POOR
1 2 3 4 5 6 7

IN ARRIVING AT A JUDGMENT FOR THIS ITEM YOU WOULD FIRST HAVE TO DECIDE WHETHER THIS PERSON IMPRESSED YOU AS BEING RICH OR POOR. IF YOU DECIDED THE PERSON WAS RICH, YOU WOULD THEN HAVE TO DECIDE WHICH POINT BEST DESCRIBES YOUR IMPRESSION. CONSIDER "RICH" AS AN IMPRESSION THAT CAN BE DIVIDED INTO THREE EQUAL PARTS. AN "X" PLACED OVER THE NUMBER NEXT TO "RICH" WOULD INDICATE YOU THOUGHT THE PERSON WAS RICH. THE FURTHER THE "X" IS PLACED TOWARD THE RIGHT SIDE OF THE PAGE, THE LESS YOU FEEL RICH DESCRIBES YOUR IMPRESSION. AN "X" PLACED OVER 4 INDICATES THAT NEITHER WORD DESCRIBES YOUR IMPRESSION OF THE PERSON, OR BOTH POOR AND RICH DESCRIBE YOUR IMPRESSION.

IF YOU DECIDE THE PERSON WAS POOR, YOU WOULD PLACE AN "X" OVER THE NUMBER CLOSEST TO POOR WHICH YOU THINK BEST DESCRIBES YOUR IMPRESSION. AN "X" PLACED OVER 5 INDICATES YOU FEEL THE WORD SLIGHTLY DESCRIBES YOUR IMPRESSION. AN "X" PLACED OVER 7 INDICATES YOU BELIEVE THE WORD POOR DESCRIBES YOUR IMPRESSION EXTREMELY WELL.

Mrs. Smith arrived at school for the parent-teacher conference for her ten year old son, Johnny, who is mentally retarded, and shows some behavior problems. After greeting Mrs. Smith, Ms. Jones (Johnny's teacher) asked Mrs. Smith to sit at a round table at one side of the classroom. The school designee was seated at the table, and introduced herself as Ms. Kay.

Ms. Jones brought some papers, a folder and booklet from her desk, and sat at the table with Mrs. Smith and Ms. Kay. Ms. Jones said, "Johnny's speech teacher and his gym teacher aren't sure they can make it. It's hectic for them because everyone has conferences today and tomorrow." She paused, and then continued, "I have the goals and plans set up for Johnny for this year. Let me tell you about them and see what you think."

Johnny's mother said, "I'm so glad Johnny is going to be in your room again. He liked you so much, you're so pretty and sweet!"

Ms. Jones continued, "I have been observing Johnny for 5 weeks, trying to determine where he is and what goals I should work on this year. I think communication, getting along with other children and self-help skills are the most important things." He likes to draw. I have some of his pictures there on the bulletin board. He prints his name very well - some of his papers are also over on the board." Johnny seems to do best when he's working on a task by himself," continued Ms. Jones. "When he has to do things with other children, he starts fights. He hits or pokes the other children on the playground, and in the room when I have him working with someone else. The first few weeks of school he hot into a fight almost every day. I wrote them in Johnny's log, so you know how often he was getting into fights." Ms. Jones added, "He hasn't gotten much better on that. It's something we really need to work on. My goal for him is to reduce the number of fights to one each week by Christmas vacation, and to one a month by the end of the school year. He needs to learn to learn to get along with others." Ms. Jones then said, "What do you think about what I've said so far? Do you have any questions?"

Mrs. Smith said, "No, I agree with you so far. I think communication

and getting along are the most important. He gets in fights because the kids tease him. If he could talk better, I think he wouldn't get teased and he wouldn't start fights. You know, he's really a good kid at home, and a big help, too. He just loves to empty the garbage cans, I never have to worry about them! I really hope you'll be able to help him with his speech, he likes you so much!" Mrs. Smith said.

Ms. Jones went on to say, "I'll cover that goal next. Ms. Wood, Johnny's speech teacher, and I talked about Johnny's speech evaluations. We think he should have speech twice a week. He'll be in a small group of 4 or 5 children for 20 minutes. First, we will concentrate on getting Johnny to speak more slowly. By Christmas vacation, we expect Johnny to repeat sentences slowly, saying each work clearly 4 out of 5 times. "After that," Ms. Jones said, "we'll work on specific letters and sounds. Here is the list of words we'll expect Johnny to be able to say by the end of the year," she said as she handed Mrs. Smith a copy of the words.

Mrs. Smith said, "I really don't think 2 times a week is enough. I agree that Johnny talks too fast That's part of the problem. That doctor at the Speech Center evaluated Johnny. He said Johnny needed more therapy. Twice a week doesn't sound like it's enough. He should be in Speech every day, and he should get some special help." Mrs. Smith said. "He has such a hard time getting along with other kids and talking to other people.

Ms. Kay, the school designee asked, "Have you seen the evaluation from the speech center? How does it compare to the school evaluation?"

Ms. Jones said, "Yes, I did see it. He found the same problems as we did. We are very short-staffed, but Ms. Wood can see Johnny twice a week. Don't worry, he'll get special attention in those sessions. I'll talk with Ms. Wood and my supervisor to see if he can have more. I'll let you know if that is okay, Mrs. Smith."

Mrs. Smith said, "My husband and I were just talking about Johnny's speech. He said I should ask about private speech, but I don't know if we can afford it. I think he really needs it. If he got some special help,

he would do better. Can't you get him more time?" she asked.

Ms. Jones said, "I'll see what I can do, Mrs. Smith. Now, I have just one other goal to talk to you about. We'll see what you think about it and make any necessary changes. Maybe the gym teacher and Ms. Wood will get here before we finish."

No.__ __ __ ____
(1-1,2,3) (1-5)

PART I

THERE ARE TWO RATING SCALES IN THIS SECTION OF THE TEST. ONE FOR RATING THE TEACHER'S BEHAVIOR, AND ONE FOR RATING THE PARENT'S BEHAVIOR IN THE STORY.

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IF YOU DECIDE THE PERSON WAS POOR, YOU WOULD PLACE AN "X" OVER THE NUMBER CLOSEST TO POOR WHICH YOU THINK BEST DESCRIBES YOUR IMPRESSION. AN "X" PLACED OVER 5 INDICATES YOU FEEL THE WORD SLIGHTLY DESCRIBES YOUR IMPRESSION. AN "X" PLACED OVER 7 INDICATES YOU BELIEVE THE WORD POOR DESCRIBES YOUR IMPRESSION EXTREMELY WELL.

PLEASE RATE THE TEACHER'S BEHAVIOR IN THE STORY ON EACH OF THE ITEMS BELOW: PLACE AN "X" OVER ONLY ONE POINT ON EACH OF THE PAIRS.

(1-7)	ASSERTIVE	1 2 3 4 5 6 7	NONASSERTIVE
(1-8)	TENSE	1 2 3 4 5 6 7	RELAXED
(1-9)	ACTIVE	1 2 3 4 5 6 7	PASSIVE
(1-10)	FAST	1 2 3 4 5 6 7	SLOW
(1-11)	STUPID	1 2 3 4 5 6 7	INTELLIGENT
(1-12)	SHARP	1 2 3 4 5 6 7	DULL
(1-13)	WISE	1 2 3 4 5 6 7	FOOLISH
(1-14)	HONEST	1 2 3 4 5 6 7	DISHONEST
(1-15)	AWFUL	1 2 3 4 5 6 7	NICE

(1-16)	FAIR	1 2 3 4 5 6 7	UNFAIR
(1-17)	COOPERATIVE	1 2 3 4 5 6 7	UNCOOPERATIVE
(1-18)	PLEASANT	1 2 3 4 5 6 7	UNPLEASANT
(1-19)	ILL	1 2 3 4 5 6 7	HEALTHY
(1-20)	STRONG	1 2 3 4 5 6 7	WEAK
(1-21)	FEMININE	1 2 3 4 5 6 7	MASCULINE
(1-22)	EXCITABLE	1 2 3 4 5 6 7	CALM
(1-23)	LARGE	1 2 3 4 5 6 7	SMALL
(1-24)	BRAVE	1 2 3 4 5 6 7	COWARDLY
(1-25)	OPEN	1 2 3 4 5 6 7	CLOSED
(1-26)	SMART	1 2 3 4 5 6 7	DUMB

PLEASE RATE THE PARENT'S BEHAVIOR IN THE STORY ON EACH OF THE ITEMS BELOW:
PLACE AN "X" OVER ONLY ONE POINT ON EACH OF THE PAIRS.

(1-28)	ASSERTIVE	___	___	___	___	___	___	___	NONASSERTIVE
		1	2	3	4	5	6	7	
(1-29)	FAST	___	___	___	___	___	___	___	SLOW
		1	2	3	4	5	6	7	
(1-30)	SHARP	___	___	___	___	___	___	___	DULL
		1	2	3	4	5	6	7	
(1-31)	ACTIVE	___	___	___	___	___	___	___	PASSIVE
		1	2	3	4	5	6	7.	
(1-32)	WISE	___	___	___	___	___	___	___	FOOLISH
		1	2	3	4	5	6	7	
(1-33)	TENSE	___	___	___	___	___	___	___	RELAXED
		1	2	3	4	5	6	7	
(1-34)	AWFUL	___	___	___	___	___	___	___	NICE
		1	2	3	4	5	6	7	
(1-35)	HONEST	___	___	___	___	___	___	___	DISHONEST
		1	2	3	4	5	6	7	
(1-36)	FAIR	___	___	___	___	___	___	___	UNFAIR
		1	2	3	4	5	6	7	
(1-37)	STUPID	___	___	___	___	___	___	___	INTELLIGENT
		1	2	3	4	5	6	7	

(1-38)	COOPERATIVE	___	___	___	___	___	___	___	UNCOOPERATIVE
		1	2	3	4	5	6	7	
(1-39)	PLEASANT	___	___	___	___	___	___	___	UNPLEASANT
		1	2	3	4	5	6	7	
(1-40)	STRONG	___	___	___	___	___	___	___	WEAK
		1	2	3	4	5	6	7	
(1-41)	LARGE	___	___	___	___	___	___	___	SMALL
		1	2	3	4	5	6	7	
(1-42)	FEMININE	___	___	___	___	___	___	___	MASCULINE
		1	2	3	4	5	6	7	
(1-43)	BRAVE	___	___	___	___	___	___	___	COWARDLY
		1	2	3	4	5	6	7	
(1-44)	HEALTHY	___	___	___	___	___	___	___	ILL
		1	2	3	4	5	6	7	
(1-45)	EXCITABLE	___	___	___	___	___	___	___	CALM
		1	2	3	4	5	6	7	
(1-46)	CLOSED	___	___	___	___	___	___	___	OPEN
		1	2	3	4	5	6	7	
(1-47)	SMART	___	___	___	___	___	___	___	DUMB
		1	2	3	4	5	6	7	

PART II: THE FOLLOWING SCALES ARE SCALES TO FIND OUT HOW YOU THINK AND FEEL ABOUT THE STORY. AFTER YOU HAVE READ THE STORY, PLEASE ANSWER ALL THE QUESTIONS. THERE ARE 2 QUESTIONS FOR YOU TO ANSWER IN YOUR OWN WORDS. ANSWER THE REMAINING QUESTIONS BY PUTTING A CIRCLE AROUND THE NUMBER WHICH BEST SHOWS HOW YOU THINK AND FEEL.

EXAMPLE I. IF YOU STRONGLY AGREE WITH A STATEMENT YOU WOULD CIRCLE 1.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
(1)	2	3	4	5

EXAMPLE II. IF YOU STRONGLY DISAGREE WITH A STATEMENT, CIRCLE THE NUMBER 5.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
1	2	3	4	(5)

EXAMPLE III. IF YOU DO NOT AGREE OR DISAGREE WITH A STATEMENT, CIRCLE THE NUMBER 3.

STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
1	2	(3)	4	5

YOU MAY ALSO USE AGREE OR DISAGREE, IF THOSE WORDS BEST DESCRIBE HOW YOU THINK OR FEEL ABOUT ANY ITEM.

A. INFORMATION ABOUT THE STORY:

		STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
(1-49)	THE CONTENT OF THIS PARENT-TEACHER CONFERENCE IS BELIEVABLE.	1	2	3	4	5
(1-50)	THE OUTCOME OF THIS PARENT-TEACHER CONFERENCE IS SUCCESSFUL.	1	2	3	4	5
(1-51)	THIS STORY OF A PARENT-TEACHER CONFERENCE IS FAMILIAR.	1	2	3	4	5
(1-52)	THIS STORY OF A PARENT-TEACHER CONFERENCE IS TYPICAL.	1	2	3	4	5
(1-53)	THE STORY TEACHER'S BEHAVIOR IS TYPICAL OF SPECIAL EDUCATION TEACHERS.	1	2	3	4	5

B. BRIEFLY DESCRIBE IN YOUR OWN WORDS WHAT YOU THINK IS THE CAUSE OF THE STORY CHILD'S SCHOOL PROBLEMS.

(1-55)

(1-56)	THE CHILD'S BEHAVIOR PROBLEMS ARE PROBABLY DUE TO FACTORS IN THE CHILD'S BIOLOGICAL MAKE-UP.	1	2	3	4	5
(1-57)	THE CHILD'S DEVELOPMENTAL DELAYS ARE PROBABLY DUE TO FACTORS IN THE CHILD'S BIOLOGICAL MAKE-UP.	1	2	3	4	5
(1-58)	THE CHILD'S PROBLEMS ARE PROBABLY DUE TO PARENTAL HANDLING.	1	2	3	4	5
(1-59)	THE CHILD'S PROBLEMS ARE PROBABLY DUE TO LACK OF PARENTAL LOVE.	1	2	3	4	5
(1-60)	THE CHILD'S DEVELOPMENTAL DELAYS ARE PROBABLY DUE TO FACTORS IN THE CHILD'S PSYCHOLOGICAL MAKE-UP.	1	2	3	4	5

		STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
(1-61)	THE CHILD'S BEHAVIORAL PROBLEMS ARE PROBABLY DUE TO FACTORS IN THE CHILD'S PSYCHOLOGICAL MAKE-UP.	1	2	3	4	5
(1-62)	THE CHILD'S PROBLEMS ARE PROBABLY DUE TO PARENTAL REJECTION/NEGLECT OF THE CHILD.	1	2	3	4	5
(1-63)	THE CHILD'S PROBLEMS ARE PROBABLY DUE TO PARENTAL OVERPROTECTION/OVERINDULGENCE.	1	2	3	4	5
(1-64)	THE CHILD'S PROBLEMS ARE PROBABLY DUE TO FACTORS WHICH THE PARENTS CANNOT CONTROL.	1	2	3	4	5
(1-65)	THE CHILD'S PROBLEMS ARE PROBABLY DUE TO THE MOTHER NOT TAKING CARE OF HERSELF WHILE SHE WAS PREGNANT WITH THE CHILD.	1	2	3	4	5

C. BRIEFLY DESCRIBE IN YOUR OWN WORDS WHY YOU THINK THE CONFERENCE TURNED OUT AS IT DID:

(1-67)

THE OUTCOME OF THIS CONFERENCE IS BECAUSE:

(1-68)	ENOUGH TIME WAS ALLOWED FOR THE CONFERENCE.	1	2	3	4	5
(1-69)	THE SCHOOL DESIGNEE SET A GOOD TONE IN THE CONFERENCE.	1	2	3	4	5
(1-70)	THE SCHOOL DESIGNEE SET A POOR TONE IN THE CONFERENCE.	1	2	3	4	5
(1-71)	GOALS AND PLANS WERE CHANGED IN THE MEETING.	1	2	3	4	5
(1-72)	MORE TEACHERS SHOULD HAVE BEEN AT THE MEETING.	1	2	3	4	5
(1-73)	THE CHILD IS SHOWING PROGRESS.	1	2	3	4	5
(1-74)	THE CHILD IS NOT SHOWING PROGRESS.	1	2	3	4	5
(1-75)	THE TEACHER RESPECTS THE PARENT.	1	2	3	4	5
(1-76)	THE TEACHER IS IN TOO MUCH OF A HURRY.	1	2	3	4	5

		STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
(1-77)	THE TEACHER PROVIDED NEW INFORMATION.	1	2	3	4	5
(1-78)	THE TEACHER DOES NOT THINK CONFERENCES ARE IMPORTANT.	1	2	3	4	5
(1-79)	THE TEACHER IS NOT INTERESTED IN THE CHILD.	1	2	3	4	5
(2-6)	THE TEACHER LISTENED TO THE PARENT.	1	2	3	4	5
(2-7)	THE TEACHER PROVIDED ENOUGH INFORMATION.	1	2	3	4	5
(2-8)	THE TEACHER WAS WILLING TO COMPROMISE.	1	2	3	4	5
(2-9)	THE TEACHER WAS HOLDING GOOD FEELINGS TOWARD THE MOTHER.	1	2	3	4	5
(2-10)	THE TEACHER WAS HOLDING NEGATIVE FEELINGS TOWARD THE MOTHER.	1	2	3	4	5
(2-11)	THE TEACHER LIKES THE CHILD.	1	2	3	4	5
(2-12)	THE TEACHER SET UNREALISTIC GOALS FOR THE CHILD.	1	2	3	4	5
(2-13)	THE TEACHER IS NOT CONCERNED ENOUGH ABOUT THE CHILD'S PROBLEM.	1	2	3	4	5
(2-14)	THE TEACHER WANTED TO MAINTAIN CONTROL.	1	2	3	4	5
(2-15)	THE PARENT'S ABILITY TO COMMUNICATE WHAT THE CHILD NEEDS.	1	2	3	4	5
(2-16)	THE PARENT'S LACK OF ABILITY TO COMMUNICATE WHAT THE CHILD NEEDS.	1	2	3	4	5
(2-17)	THE PARENT UNDERSTANDS WHAT HER CHILD NEEDS.	1	2	3	4	5
(2-18)	THE PARENT ISN'T TRYING TO UNDERSTAND THE TEACHER.	1	2	3	4	5
(2-19)	THE PARENT DOES NOT UNDERSTAND WHAT THE CHILD IS CAPABLE OF.	1	2	3	4	5
(2-20)	THE PARENT UNDERSTANDS WHAT THE CHILD IS CAPABLE OF.	1	2	3	4	5
(2-21)	THE PARENT IS IN TOO MUCH OF A HURRY.	1	2	3	4	5
(2-22)	THE PARENT PROVIDED NEW INFORMATION.	1	2	3	4	5

		STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
(2-23)	THE PARENT IS ASSERTIVE.	1	2	3	4	5
(2-24)	THE PARENT IS PASSIVE.	1	2	3	4	5
(2-25)	THE PARENT HAS A POSITIVE ATTITUDE.	1	2	3	4	5
(2-26)	THE PARENT HAS A NEGATIVE ATTITUDE.	1	2	3	4	5
(2-27)	THE PARENT IS TAKING THE CONFERENCE SERIOUSLY.	1	2	3	4	5
(2-28)	THE PARENT DOES NOT RESPECT THE TEACHER.	1	2	3	4	5
(2-29)	THE SCHOOL ADMINISTRATION IS CONCERNED THAT PARENTS ARE TREATED FAIRLY.	1	2	3	4	5
(2-30)	THE SCHOOL ADMINISTRATION DOESN'T LIKE PARENTS.	1	2	3	4	5
(2-31)	THE SCHOOL ADMINISTRATION IS SUPPORTIVE OF PARENTS.	1	2	3	4	5
(2-32)	THE SCHOOL ADMINISTRATION WANTS TO SAVE MONEY.	1	2	3	4	5
(2-33)	THE SCHOOL ADMINISTRATION DOESN'T THINK CONFERENCES ARE IMPORTANT.	1	2	3	4	5
(2-34)	THE SCHOOL ADMINISTRATION IS AFRAID OF PARENTS.	1	2	3	4	5
(2-35)	THE SCHOOL ADMINISTRATION SPENDS MONEY FOR NEEDED SERVICES.	1	2	3	4	5
(2-36)	THE SCHOOL ADMINISTRATION THINKS CONFERENCES ARE IMPORTANT.	1	2	3	4	5

(2-37) IF YOU THINK THERE ARE OTHER REASONS FOR THE OUTCOME OF THIS CONFERENCE, PLEASE LIST THEM HERE:

D. THE PARENT'S DEVELOPMENT:

		STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
(2-39)	THE PARENT IS EMOTIONALLY UNSTABLE.	1	2	3	4	5
(2-40)	THE PARENT LOVES THE CHILD.	1	2	3	4	5
(2-41)	THE PARENT IS OVER-CONCERNED ABOUT THE CHILD'S SPEECH.	1	2	3	4	5
(2-42)	THE PARENT IS UNDER-CONCERNED ABOUT THE CHILD'S SPEECH.	1	2	3	4	5
(2-43)	THE PARENT IS DEPRESSED.	1	2	3	4	5
(2-44)	THE PARENT FEELS GUILTY ABOUT THE CHILD.	1	2	3	4	5
(2-45)	THE PARENT HAS NOT ADJUSTED TO THE CHILD BEING MENTALLY RETARDED.	1	2	3	4	5
(2-46)	THE PARENT IS IN THE DENIAL STAGE.	1	2	3	4	5
(2-47)	THE PARENT IS OVERPROTECTIVE OF THE CHILD.	1	2	3	4	5
(2-48)	THE PARENT IS ANGRY ABOUT THE CHILD BEING MENTALLY RETARDED.	1	2	3	4	5

E. WHAT HAPPENED OR WILL HAPPEN:

(2-50)	THE SPEECH AND GYM TEACHER WILL ARRIVE BEFORE THE END OF THE CONFERENCE.	1	2	3	4	5
(2-51)	THE SPEECH TEACHER WILL AGREE THAT JOHNNY CAN HAVE AN EXTRA DAY OF SPEECH THERAPY.	1	2	3	4	5
(2-52)	THE SPEECH TEACHER WILL AGREE THAT THE SCHOOL IS UNDER-STAFFED AND CANNOT PROVIDE JOHNNY THE EXTRA DAY OF SPEECH THERAPY.	1	2	3	4	5
(2-53)	THE MOTHER WILL BE UNHAPPY THE REST OF THE YEAR.	1	2	3	4	5
(2-54)	THE NEXT CONFERENCE WITH THIS MOTHER WILL NOT GO WELL.	1	2	3	4	5

		STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
(2-55)	THE NEXT CONFERENCE WITH THIS MOTHER CAN BE EXPECTED TO GO WELL.	1	2	3	4	5
(2-56)	THE NEXT CONFERENCE WITH THIS TEACHER WILL GO WELL.	1	2	3	4	5
(2-57)	THE NEXT CONFERENCE WITH THIS TEACHER WILL NOT GO WELL.	1	2	3	4	5
(2-58)	THE MOTHER WILL BE COOPERATIVE AT THE NEXT CONFERENCE.	1	2	3	4	5
(2-59)	THE MOTHER WILL BE DIFFICULT TO WORK WITH IN FUTURE CONFERENCES.	1	2	3	4	5
(2-60)	THE PARENT WILL BE WORRIED ABOUT FUTURE PARENT-TEACHER CONFERENCES.	1	2	3	4	5
(2-61)	THE PARENT WILL BE ANGRY AT PARENT-TEACHER CONFERENCES IN THE FUTURE.	1	2	3	4	5

(2-62) IF YOU BELIEVE THAT THERE ARE OTHER THINGS WHICH MIGHT HAPPEN BECAUSE OF THIS CONFERENCE, PLEASE LIST BELOW:

F. THE OUTCOME OF THIS CONFERENCE COULD BE IMPROVED BY:

(2-64)	THE PARENT BEING MORE ASSERTIVE.	1	2	3	4	5
(2-65)	THE PARENT BEING BETTER INFORMED OF HER RIGHTS.	1	2	3	4	5
(2-66)	THE PARENT BEING MORE REALISTIC ABOUT HER CHILD'S NEEDS.	1	2	3	4	5
(2-67)	THE PARENT BEING MORE UNDERSTANDING OF WHAT THE SCHOOL CAN OFFER.	1	2	3	4	5
(2-68)	THE PARENT GIVING MORE TO THE SCHOOL.	1	2	3	4	5
(2-69)	THE PARENT BEING LESS PROTECTIVE OF HER CHILD.	1	2	3	4	5
(2-70)	THE PARENT BEING MORE OPEN.	1	2	3	4	5

		STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
(2-71)	THE PARENT BEING MORE UNDERSTANDING OF THE TEACHER.	1	2	3	4	5
(2-72)	THE PARENT BEING MORE COOPERATIVE.	1	2	3	4	5
(2-73)	THE TEACHER BEING MORE UNDERSTANDING OF THE CHILD'S NEEDS.	1	2	3	4	5
(2-74)	THE TEACHER TAKING THE CONFERENCE SERIOUSLY.	1	2	3	4	5
(2-75)	THE TEACHER BEING WILLING TO COMPROMISE.	1	2	3	4	5
(2-76)	THE TEACHER TRYING TO HELP THE PARENT TO UNDERSTAND THE CHILD'S NEEDS.	1	2	3	4	5
(2-77)	THE TEACHER BEING MORE RESPECTFUL OF THE PARENT.	1	2	3	4	5
(2-78)	THE FATHER BEING AT THE CONFERENCE.	1	2	3	4	5
(2-79)	THE SCHOOL REPRESENTATIVE BEING AT THE CONFERENCE.	1	2	3	4	5
(3-6)	THE GOALS AND PLANS BEING WRITTEN AT THE CONFERENCE.	1	2	3	4	5
(3-7)	THE SCHOOL BEING MORE WILLING TO PROVIDE SERVICES THAT PARENTS WANT.	1	2	3	4	5
(3-8)	THE SCHOOL BEING MORE WILLING TO WORK WITH PARENTS.	1	2	3	4	5
(3-9)	THE SCHOOL BEING MORE ACCEPTING OF PARENTS.	1	2	3	4	5
(3-10)	THE SCHOOL BEING MORE CONCERNED ABOUT PARENTS' RIGHTS.	1	2	3	4	5
(3-11)	THE CHILD SHOWING MORE PROGRESS.	1	2	3	4	5
(3-12)	THE CHILD BEING MORE LIKABLE.	1	2	3	4	5
(3-13)	THE CHILD BEING BETTER BEHAVED.	1	2	3	4	5

(3-14) IF YOU THINK THERE ARE OTHER WAYS THIS CONFERENCE COULD BE IMPROVED, PLEASE LIST THEM HERE:

-P-

PART III. BELIEFS ABOUT PARENT-TEACHER CONFERENCES

		STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
(3-16)	IEP (PARENT-TEACHER) CONFERENCES ARE IMPORTANT.	1	2	3	4	5
(3-17)	MY CONFERENCES WITH MY CHILD'S TEACHER ARE USUALLY SUCCESSFUL.	1	2	3	4	5
(3-18)	PARENTS FUNCTION BEST [illegible] CONFERENCES WHEN THEY ARE INFORMED OF THEIR LEGAL RIGHTS/CHILD'S EDUCATIONAL RIGHTS (P.L. 94-142).	1	2	3	4	5
(3-19)	GIVING PARENTS INFORMATION ABOUT THEIR LEGAL RIGHTS INTERFERES WITH THE PARENT'S ABILITY TO WORK COOPERATIVELY WITH THE TEACHER.	1	2	3	4	5
(3-20)	GIVING PARENTS INFORMATION ABOUT THEIR LEGAL RIGHTS INTERFERES WITH THE PARENTS ABILITY TO WORK COOPERATIVELY WITH THE SCHOOL.	1	2	3	4	5
(3-21)	IT IS IMPORTANT TO ATTEND IEP CONFERENCES REGULARLY.	1	2	3	4	5

(3-22) DO YOU ATTEND THE CONFERENCES REGULARLY? (1) YES___ (2) NO___

IF YES, GO ON TO QUESTION (3-24).

(3-23) I DON'T ATTEND MY CHILD'S CONFERENCES REGULARLY BECAUSE (MORE THAN ONE ANSWER CAN BE GIVEN.)

(1)___I DON'T HAVE ANY WAY TO GET TO THE SCHOOL.
(2)___I DON'T HAVE ANYONE TO CARE FOR MY OTHER CHILD/CHILDREN.
(3)___I WORK AND THE CONFERENCE TIMES ARE INCONVENIENT FOR ME.
(4)___THE CONFERENCES ARE A WASTE OF TIME.
(5)___OTHER (EXPLAIN):

(3-24) HAVE YOU EVER ATTENDED A MEETING TO FIND OUT ABOUT YOUR RIGHTS AND YOUR CHILD'S RIGHTS IN GETTING AN EDUCATION: (1)YES___ (2)NO___

-P-

(3-25) IF YES, PLEASE CHECK THE APPRIOPRIATE MEETING PLACE BELOW:

(1)___ P.T.A. (PARENT-TEACHER ASSOCIATION)
(2)___ PARENT INFORMATION CENTER
(3)___ PARENTS' GROUP MEETING
(4)___ OTHER (EXPLAIN):

(3-26) HAS YOUR SCHOOL EVER GIVEN YOU ANY INFORMATION ABOUT YOUR RIGHTS OR YOUR CHILD'S RIGHTS UNDER THE LAW?

(1)YES___ (2)NO___ (3)UNCERTAIN___

(3-27) IF YES, CHECK THE APPRIOPRIATE SPACE BELOW: (MORE THAN ONE ANSWER CAN BE GIVEN)

(1)___PAMPHLET (WRITTEN INFORMATION)
(2)___FACT SHEET
(3)___TEACHER INFORMED ME
(4)___PRINCIPAL INFORMED ME
(5)___OTHER (EXPLAIN):

PART IV. DEMOGRAPHIC FORM

(3-29, 30) YOUR AGE: ___

(3-31) SEX: (1) FEMALE ___ (2) MALE ___

(3-32) RACE: (1) WHITE ___ (2) BLACK ___ (3) OTHER ___

(3-33) MARITAL STATUS: (1) SINGLE ___ (2) MARRIED ___
(3) DIVORCED ___ (4) WIDOWED ___ (5) SEPARATED ___

(3-34) APPROXIMATE YEARLY INCOME (COMBINE IF MARRIED): CHECK ONE:

(1) ___$9,999 OR LESS
(2) ___$10,000-14,999
(3) ___$15,000-19,999
(4) ___$20,000-29,999
(5) ___$30,000-39,999
(6) ___$40,000-49,999
(7) ___$50,000 OR MORE

-P-

(3-35) HOW MANY YEARS HAVE YOU COMPLETED IN SCHOOL: CHECK ONE:

(1) ___ 8 YEARS OR LESS
(2) ___ 1-4 YEARS OF HIGH SCHOOL, BUT DID NOT COMPLETE
(3) ___ COMPLETED HIGH SCHOOL
(4) ___ 1-4 YEARS OF COLLEGE BUT DID NOT COMPLETE
(5) ___ COMPLETED 4 YEARS OF COLLEGE (BACHELORS DEGREE)
(6) ___ COMPLETED TRADE OR TECHNICAL SCHOOL
(7) ___ MASTERS DEGREE
(8) ___ DOCTORATE

(3-36) HOW MANY CHILDREN DO YOU HAVE: (1)1___(2)2___(3)3___(4)4___
(5)5 OR MORE___

(3-37,38) HOW OLD IS YOUR HANDICAPPED CHILD? ___ YEARS

(3-39) WHAT IS THE SEX OF YOUR CHILD: (1) FEMALE ___ (2) MALE ___

(3-40) WHAT IS THE NATURE OF YOUR CHILD'S LONG-TERM LEARNING PROBLEM OR DEVELOPMENTAL DELAY: (PLEASE CHECK ONE)

(1) ___ MENTAL RETARDATION
(2) ___ MULTIPLE PROBLEMS
(3) ___ BEHAVIORAL DISORDER
(4) ___ OTHER (PLEASE EXPLAIN):

(3-41) WHAT TYPE OF PROGRAM IS YOUR CHILD IN: (CHECK ONE)

(1) ___ D.H. (DEVELOPMENTALLY HANDICAPPED)
(2) ___ M.R. (MENTALLY RETARDED)
(3) ___ S.B.H. (SEVERE BEHAVIORAL HANDICAPPED)
(4) ___ M.H. (MULTIPLE HANDICAPPED)
(5) ___ OTHER (BRIEFLY DESCRIBE)

(3-42) HOW SATISFIED ARE YOU WITH YOUR CHILD'S PRESENT PROGRAM? (CHECK ONE)

(1) ___ VERY SATISFIED
(2) ___ SATISFIED
(3) ___ UNCERTAIN
(4) ___ DISSATISFIED
(5) ___ VERY DISSATISFIED

-P-

(3-50) PLEASE MAKE ANY COMMENTS ABOUT THIS STUDY HERE:

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE!

PLEASE RETURN THIS RESEARCH BOOKLET BY MARCH 2, 1984. USE THE STAMPED, ADDRESSED ENVELOPE (ENCLOSED).

IF YOU WOULD LIKE A SUMMARY OF THE RESULTS OF THIS STUDY, PLEASE SEND YOUR NAME AND ADDRESS TO:

NANCY OPIE, DNS, RN
ASSOCIATE PROFESSOR
COLLEGE OF NURSING AND HEALTH
3110 VINE STREET
CINCINNATI, OHIO 45221

-T-

PART III. BELIEFS ABOUT PARENT-TEACHER CONFERENCES

		STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
(3-16)	IEP CONFERENCES ARE IMPORTANT.	1	2	3	4	5
(3-17)	MY CONFERENCES WITH PARENTS ARE USUALLY SUCCESSFUL.	1	2	3	4	5
(3-18)	PARENTS FUNCTION BEST IN IEP CONFERENCES WHEN THEY ARE INFORMED OF THEIR LEGAL RIGHTS/CHILD'S EDUCATIONAL RIGHTS (P.L. 94-142).	1	2	3	4	5
(3-19)	GIVING PARENTS INFORMATION ABOUT THEIR LEGAL RIGHTS INTERFERES WITH THE PARENT'S ABILITY TO WORK COOPERATIVELY WITH THE TEACHER.	1	2	3	4	5
(3-20)	GIVING PARENTS INFORMATION ABOUT THEIR LEGAL RIGHTS INTERFERES WITH THE PARENTS ABILITY TO WORK COOPERATIVELY WITH THE SCHOOL.	1	2	3	4	5

PART IV. DEMOGRAPHIC FORM

(3-29,30) YOUR AGE: ___

(3-31) SEX: (1) FEMALE ___ (2) MALE ___

(3-32) RACE: (1) WHITE ___ (2) BLACK ___ (3) OTHER ___

(3-33) MARITAL STATUS: (1) SINGLE ___ (2) MARRIED ___
(3) DIVORCED ___ (4) WIDOWED ___ (5) SEPARATED ___

(3-34) APPROXIMATE YEARLY INCOME (COMBINE IF MARRIED): CHECK ONE:

(1) ___ $9,999 OR LESS
(2) ___ $10,000-14,999
(3) ___ $15,000-19,999
(4) ___ $20,000-29,999
(5) ___ $30,000-39,999
(6) ___ $40,000-49,999
(7) ___ $50,000 OR MORE

-T-

(3-43) YOUR EDUCATIONAL PREPARATION: (CHECK ALL THAT APPLY)

(1) ___ BS ED.
(2) ___ BS SPECIAL ED.
(3) ___ MS ED.
(4) ___ MS SPECIAL ED.
(5) ___ ED D
(6) ___ OTHER (PLEASE SPECIFY)

(3-44) ARE YOU A PARENT? (1) YES ___ (2) NO ___

(3-45) IF YES, ARE YOU A PARENT OF A HANDICAPPED CHILD? (1)YES___ (2)NO___

(3-46) IN WHICH TYPE OF PROGRAM DO YOU TEACH: (CHECK ONE)

(1) ___ D.H. (DEVELOPMENTALLY HANDICAPPED)
(2) ___ M.R. (MENTALLY RETARDED)
(3) ___ S.B.H. (SEVERE BEHAVIORAL HANDICAPPED)
(4) ___ M.H. (MULTIPLE HANDICAPPED)
(5) ___ OTHER (BRIEFLY DESCRIBE)

(3-47,48) HOW MANY YEARS HAVE YOU BEEN TEACHING: ___ YEARS

(3-49) HOW MANY YEARS HAVE YOU BEEN INVOLVED WITH IEP CONFERENCES? ___YEARS

(3-50) PLEASE MAKE ANY COMMENTS ABOUT THIS STUDY HERE:

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE!

PLEASE RETURN THIS RESEARCH BOOKLET BY MARCH 2, 1984. USE THE STAMPED, ADDRESSED ENVELOPE (ENCLOSED).

IF YOU WOULD LIKE A SUMMARY OF THE RESULTS OF THIS STUDY, PLEASE SEND YOUR NAME AND ADDRESS TO:

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CINCINNATI, OHIO 45221

APPENDIX I

Stage III

CONSENT FORM

IEP Conference Outcomes

Research Investigator: Nancy D. Opie, D.N.S., R.N.

Recently you sent me your name and address telling me that you are interested in taking part in a study to find out how teachers and parents think and feel about parent-teacher conferences.

A. The objectives of this study are as follows:

1. To find out how teachers and parents think and feel about parent-teacher conferences.

2. To find out how teachers and parents think the parent-teacher conferences can be improved.

The information gained in this study will be used to help improve parent-teacher-school relationships.

B. Procedure:
Attached is a questionnaire for you to complete. Please answer all parts of the questionnaire. It will take approximately 45 minutes to complete. Please return the questionnaire in the stamped, addressed envelope.

C. There are no risks in this study. Your child's educational program or school placement will not be affected by participation or withdrawal from the study. Your name will not be used in any way. All answers will be kept confidential. You may call me if you have any questions: Nancy Opie: 872-5540. You may withdraw from the study at any time.

PLEASE RETURN BY MARCH 2, 1984

(Optional)

Cut off this portion and return it separately or with the questionnaire.

D. Agreement to participate:
I agree to participate in a study of Parents' and Teachers' Perceptions of IEP Conferences.

_____ _____

Your Name Date

APPENDIX J

Stage II

Information About the Story Scale Alpha = .689	Item Total Correlation	Alpha if Item Deleted
1. The content of this Parent-Teacher Conference is believable.	.247	.706
2. The outcome of this Parent-Teacher Conference is successful.	.405	.674
3. This story of a Parent-Teacher Conference is familiar.	.621	.565
4. This story of a Parent-Teacher Conference is understandable (clear).	.444	.656
5. The story Teacher's Behavior is typical of Special Education Teachers.	.636	.541

A. Parent Scale: Alpha = .891

The Outcome of This Conference is Because:	Item Total Correlation	Alpha If Item Deleted
1. The parent's ability to communicate what the child needs.	.637	.844
2. The parent's lack of ability to communicate what the child needs.	.876	.827
3. The parent understands what her child needs.	.702	.840
4. The parent isn't trying to understand the teacher.	.588	.847
5. The parent does not understand what the child is capable of.	.580	.847
6. The parent understands what the child is capable of.	.619	.846
7. The parent is in too much of a hurry.	.279	.864
8. The parent provided new information.	.562	.848
9. The parent is assertive.	.825	.858
10. The parent is passive.	.437	.854
11. The parent has a positive attitude.	.782	.840
12. The parent has a negative attitude.	.790	.838
13. The parent is taking the conference seriously.	.458	.853
14. The parent does not respect the teacher.	.398	.856

B. Teacher Scale: Alpha = .923

The Outcome of This Conference is Because:	Item Total Correlation	Alpha If Item Deleted
1. The teacher respects the parent.	.650	.917
2. The teacher is in too much of a hurry.	.819	.917
3. The teacher provided new information.	.550	.922
4. The teacher does not think conferences are important.	.659	.917
5. The teacher is not interested in the child.	.489	.923
6. The teacher listened to the parent.	.816	.912
7. The teacher provided enough information	.528	.922
8. The teacher was willing to compromise.	.666	.917
9. The teacher was holding good feelings toward the mother.	.786	.915
10. The teacher was holding negative feelings toward the mother.	.787	.914
11. The teacher likes the child.	.673	.919
12. The teacher set unrealistic goals for the child.	.569	.921
13. The teacher is not concerned enough about the child's problem.	.756	.914
14. The teacher wanted to maintain control.	.525	.921

C. External Scale (Child, School, Structure):

Alpha = .890

The Outcome of This Conference is Because:	Item Total Correlation	Alpha If Item Deleted
1. Enough time was allowed for the conference.	.523	.881
2. The school designee set a good tone in the conference.	.673	.875
3. The school designee set a poor tone in the conference.	.527	.881
4. Goals and plans were changed in the meeting.	.600	.878
5. More teachers should have been at the meeting.	.601	.878
6. The school administration is concerned that parents are treated fairly.	.719	.874
7. The school adminstration doesn't like parents.	.621	.879
8. The school administration is supportive of parents.	.528	.882
9. The school administration wants to save money.	.305	.889
10. The school administration doesn't think conferences are important.	.523	.881
11. The school administration is afraid of parents.	.382	.887
12. The school administration speeds money for needed services.	.637	.887
13. The school administration thinks conferences are important.	.566	.879
14. The child is showing progress.	.595	.878
15. The child is not showing progress.	.603	.878

Parent's Development Scale: Alpha = .879

	Item Total Correlation	Alpha If Item Deleted
1. The parent is emotionally unstable.	.552	.871
2. The parent loves the child.	.325	.883
3. The parent is over-concerned about the child's speech.	.529	.877
4. The parent is under-concerned about the child's speech.	.645	.743
5. The parent is depressed.	.649	.864
6. The parent feels guilty about the child.	.801	.854
7. The parent has not adjusted to the child being mentally retarded.	.790	.854
8. The parent is in the denial stage.	.636	.866
9. The parent is overprotective of the child	.535	.872
10. The parent is angry about the child being mentally retarded.	.738	.860

Expectations for Future Conferences

A. Teacher's Future Behavior: Alpha = .819

	Item Total Correlation	Alpha If Item Deleted
1. The Speech and Gym Teacher will arrive before the end of the conference.	.507	.815
2. The Speech Teacher will agee that Johnny can have an extra day of speech therapy.	.789	.727
3. The Speech Teacher will agree that the school is understaffed and cannot provide Johnny with the extra day of speech therapy.	.369	.851
4. The next conference with this teacher will go well	.707	.756
5. The next conference with this teacher will not go well.	.728	.750

B. Mother's Future Behavior: Alpha = .917

	Item Total Correlation	Alpha If Item Deleted
1. The mother will be unhappy the rest of the year.	.636	.915
2. The next conference with this mother will not go well.	.797	.898
3. The next conference with this mother can be expected to go well.	.766	.902
4. The mother will be cooperative at the next conference.	.828	.896
5. The mother will be difficult to work with in future conferences.	.691	.909
6. The parent will be angry at Parent-Teacher Conferences in the future.	.849	.893

Conference Improvement Scales

A. Parent Improvement Scale: Alpha = .830

The Outcome of This Conference Could be Improved By:	Item Total Correlation	Alpha If Item Deleted
1. The parent being more assertive.	.329	.796
2. The parent being better informed of her rights.	.302	.856
3. The parent being more realistic of her child's needs.	.665	.809
4. The parent being more understanding of what the school can offer.	.582	.806
5. The [illegible]rent giving more to the school.	.558	.803
6. The parent being less protective of the child.	.531	.793
7. The parent being more open.	.625	.809
8. The parent being more understanding of the teacher.	.701	.774
9. The parent being more cooperative.	.761	.782

Conference Improvement Scales

B. Teacher Improvement Scale: Alpha = .846

The Outcome of This Conference Could Be Improved By:	Item Total Correlation	Alpha If Item Deleted
1. The teacher being more understanding of the child's needs.	.681	.807
2. The teacher taking the conference seriously.	.639	.818
3. The teacher being willing to compromise.	.676	.809
4. The teacher trying to help the parent to understand the child's needs.	.522	.850
5. The teacher being more respectful of the parent.	.765	.782

Conference Improvement Scales

C. External Future Improvement Scale: Alpha = .815

The Outcome of This Conference Could Be Improved By:	Item Total Correlation	Alpha If Item Deleted
1. The father being at the conference.	.644	.777
2. The school representative being at the conference.	.316	.807
3. The school being more willing to provide services that parents want.	.565	.784
4. The school being more willing to work with parents.	.665	.775
5. The school being more accepting of parents.	.506	.789
6. The school being more concerned about parent's rights.	.314	.805
7. The child showing more progress.	.600	.779
8. The child being more likeable.	.557	.784
9. The child being better behaved.	.804	.790

APPENDIX K

Instructions for Coders

1. Work independently. Do not discuss ideas, questions with one another.

2. Codings: Labels

   A. Statements which refer to parent action, cause, e.g. way parent behaved, mood, attitude or should behave = IP

   B. Statements which relate cause, action, to teacher, e.g. teacher behavior, mood, attitude, way teacher should behave = IT

   C. All other statements which refer to outcome, cause, other than parent or teacher = E

      For example

      1. The child has to try, he has to help = EC

      2. The school administration is afraid of parents = ESc

      3. The conference was in the classroom, enough time was allowed = Est.